ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002160	N.A.	N.A.	

4. AUTHOR(S): Board of Education, City of Chicago

5. TITLE OF DOCUMENT ABSTRACTED: Group Guidance for Upper Elementary Grades: Seven and Eight

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Board of Education, City of Chicago
ST. Chicago, Illinois
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Board of Education, City of Chicago
Chicago, Illinois

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	124

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YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Curriculum Guide

16. INDEXING TERMS (6-12)

teaching methods	curriculum planning		
guidance programs	group guidance		
elementary education	personal development		

17. ABSTRACT (MAX. 250 WORDS)

The distinguishing characteristic of group guidance is the opportunity it provides for the interaction of the group in matters of current and personal concern to the pupils and for their internalization of ideas, information, attitudes, and values. The pupil is his own ultimate subject of study, and he must be an active participant in the process. A class-sized group is optimum for these activities and allows for the imparting of specific information through discussions, movies, and speakers.

Each pupil should develop realistic images about himself and the opportunities open to him, and should formulate, plan for, and achieve worthy and realistic goals with ever-increasing self-direction.

The four units covered are Getting the Most Out of School: Looking at My School, and Getting the Most Out of Learning; Getting to Know Ourselves and Others: Determining Our Personal Characteristics, Exploring Our Problems as Teenagers, Making and Keeping Friends, and Living with Adults; Discovering More about Ourselves: Exploring Our Interests, and Discovering Our Abilities; and Discovering Opportunities for Self-Development: Discovering Educational Opportunities, Discovering Vocational Opportunities, and Participating in Community Living. Bibliographies are included at the end of each section.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

2x

ERIC Form 1

GROUP GUIDANCE

FOR UPPER ELEMENTARY GRADES

SEVEN *and* EIGHT

BOARD OF EDUCATION
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GROUP GUIDANCE

FOR UPPER ELEMENTARY GRADES

BENJAMIN C. WILLIS
General Superintendent of Schools

BOARD OF EDUCATION

CITY OF CHICAGO

Educational Materials Laboratory
Office of Education
MAY 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Chicago, Illinois

FOREWORD

Since 1956, weekly group guidance activities for all seventh and eighth grade pupils meeting in class size groups have been part of the educational program of the upper elementary grades of the Chicago public schools. Sessions last for forty minutes and are conducted by specially selected faculty members who are assisted by in-service training and other consultant services from supervisors in the Bureau of Pupil Personnel Services.

Initial chapters in this edition outline the philosophy and purpose of upper grade group guidance, indicate the relation of these units to the high school program, and provide staff help to principals in selecting persons to conduct the activities, in enlisting faculty support, or in supervising this phase of guidance in the total educational program.

Group guidance is to be encouraged as a method of enriching the guidance program and as a process facilitating individual development. It is both a springboard and a supplement to counseling, which in its one-to-one relationship remains the core of the school's guidance efforts.

This edition of the units represents a second revision of the materials prepared in the Bureau of Pupil Personnel Services by Marvin Burack, Ph.D., in 1956 for experimental use and revised by him in 1958. Before outlining the scope of the present revision, supervisors in the Bureau conducted an evaluation of the units among the counselors in upper grade centers and the teachers in elementary schools who were experienced in group guidance. In response to their evaluations, which requested more rather than less substance, activities have been enriched in this revision; and reference and supplementary lists, such as lists of movies and filmstrips, have been updated. The Division of Visual Education call numbers for all movies and filmstrips have been included. Aside from other minor revisions, the major change in the units is to be found in the order of topics. Between the 1958 revision and this one, substantial changes in timing, content, and interpretative aids have occurred in the eighth grade testing program. These changes have influenced this edition as to both arrangement of topics and possible activities.

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General Superintendent of Schools

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Cover Design by Marie Salwonchik

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PART I - BASIC CONSIDERATIONS

THE CONTRIBUTION OF GROUP GUIDANCE TO THE TOTAL GUIDANCE PROGRAM

The purpose of a guidance program is to assist each pupil to develop realistic images about himself and about the opportunities for him in the world; then to help him formulate, plan for, and achieve worthy and realistic goals with ever increasing self-direction. In this sense, guidance serves to help the student find the meaning in what he is, in what he does, in what happens to him, and in what he may become. This sort of interpretation of experience is brought about in a mellow and accepting climate through a long process of experience in self-evaluation and awareness of opportunity with ample counseling and other services available to help him solve his everyday problems of living, intelligently and reasonably.

Many of the practical applications of these purposes can be discharged best in a group guidance setting. One essential of self-understanding is the understanding of others and the sense of sharing hopes, problems, experiences, and characteristics with others without losing a sense of one's distinctive individuality. Group guidance serves a usefulness here that individual counseling cannot serve though it in turn makes its unique contribution.

What Is Group Guidance?

Group guidance is both a method and a process whereby certain of the aims of a guidance program can be partially fulfilled. At times in group guidance, information may be imparted, discussions may be held, movies may be shown, or speakers may be heard; but none of these is synonymous with group guidance. Each is but one of its aids. Its distinguishing characteristic is the opportunity it provides for the interaction of the group in matters of current and personal concern to the pupils and for their internalization of ideas, information, attitudes, and values. In group guidance, the pupil is his own ultimate subject of study, and he must be an active participant in the process. For this reason, assemblies cannot be considered as group guidance per se although they may contribute a presentation for small group activity; careers conferences and college or high school days are likewise mere aids to the method which relies upon the process as much as upon the content. The true group guidance group should be no larger than the customary class size for the grade, and in some instances it could profitably be smaller.

Group Guidance as Part of a Total Guidance Program

Group guidance is only one of four techniques in a complete guidance program. Individual counseling of every pupil on a regular, scheduled basis remains the core of a guidance program and thus the first technique. Counseling, the primary technique, permits pupils to particularize their learnings further, to seek specialized help or information, and to work through personal plans or problems. A progressive, periodic testing program is another essential technique in a total program, with the results used to help pupils to increase their self-understanding and to become increasingly self-directive. Test results which are reserved for teacher use may contribute to instructional aid to the pupil or to the manipulation of his environment, but not directly to his guidance once he is old enough to share responsibility for himself, since guidance is something done with the student, not to him or for him. Group guidance settings are ideal for initial interpretation of test results which can then be completed in counseling interviews. The final technique in a total program is a resort to a group of special services. These will vary with the age and grade level of pupils and with their special needs, but they include special class placement, psychological service, placement, referral to social or medical agencies, and enriched experiences.

Group guidance must be seen in relation to these other elements in a guidance program. It can, when creatively conducted, serve as a springboard for the others. However, all these are merely the methods and means to the end.

PHILOSOPHY OF MANAGEMENT OF GROUP GUIDANCE CLASSES

In the process of formulating these units, the interests, needs, and general characteristics of young adolescents were carefully considered before the proposed objectives, general methods, and content were selected. In spite of this initial, careful selection, counselors and group guidance teachers will want to consider them in relation to each group of pupils, considering their unique personal and social characteristics, present needs, and readiness for the experiences which it is hoped that they will have in the group work.

Although the class will work as a group on the content of the course, actually each pupil will be studying himself and relating the content of the course to his experiences to date and to his resulting attitudes and values. Consequently, it is very important that the counselor be familiar with the pupils as individuals and as a group in a unique way. Because of the personal nature of the course and its possible immediate significance in the lives of the pupils, the counselor's knowledge and insight into individual and group behavior in the class will be his greatest ally.

The Role of the Group Guidance Teacher

Whereas in many of the areas of the curriculum, the teacher is responsible for the development of objective skills or mastery of principles and facts, in this type of class, the counselor is responsible for the growth of pupils' insight concerning themselves and their own behavior. This necessitates a new "hat" for a role that is much that of a catalytic agent.

For instance, interplay and exchange of opinion between pupils may be more fruitful than exchange between counselor and pupil. Successful teachers of group guidance depend upon the wisdom of the group and the ability of individuals to work out basic principles, and thus concentrate their efforts upon the direct inculcation of principles. As one such counselor has said, "People ask me how I get the class to 'say' what I want them to say. I never try: the desirable strength always rises in the group." Such a role makes the counselor more, not less, important although he may appear to be less central.

The Process as an Objective

As a result, therefore, the very process of acquiring self-knowledge and group attitudes and skills itself is an integral part of the outcome.

In this sense, the process is an end to be achieved with the group, rather than a convenient means to be applied toward achieving certain desired behaviors. Counselors often work with attitudes and feelings of a personal nature which need to be understood by pupils and the group as well as by the counselor before learning can take place. Reactions may at first be heated or mixed and have to be talked out in the group or studied in themselves. Alternative reactions may need to be explored or various courses of action weighed by the group. In this class, practice is given in the basic process used to handle emotional reactions or change behavior as a result of insight.

Another value of a group situation for guidance is that it affords opportunities to resolve common problems through sharing of experiences and opinions, to plan as a group, and to establish group standards of conduct with the guidance of a counselor. The problems of an individual pupil which may seem unique and burdensome to him are often seen in a better perspective and lightened when the pupil realizes others are struggling with similar problems. The strong desire to belong and to be part of a group can be satisfied in a constructive fashion when students are encouraged, as well as permitted, to pool their thinking and to make plans for positive solutions to common problems. Since the development of planning skills is a basic guidance goal, it is desirable that a variety of opportunities be provided for practicing such behavior in a meaningful setting, both individual and group.

Evaluation of Group Guidance Sessions

Keeping the foregoing in mind, evaluation of the educational progress of the group may involve determining how the individual or the group feels about the progress being made, rather than evaluating progress against some external criterion such as a written test. Likewise, in a learning situation which has been designed to permit pupils to work on individual and group concerns, there is a need to give pupils the responsibility for evaluating their own learning progress as well as for having a hand in guiding their learning.

Specific Situations

While it is impossible to forecast all types of situations requiring special handling, the following three examples may help serve as philosophic guides for the management of others.

Occasionally, an individual pupil may bring up a problem or appear to make a revelation of personal detail unsuitable for group discussion. In such cases, the counselor might well suggest to the pupil that they talk that over by themselves, on the basis of time in class or pertinence to the matter at hand but not on the basis of its being unsuitable or unimportant. Natural acceptance and respect for the pupil's concern will dictate a matter-of-fact response on the counselor's part. In the same way, evidencing either shock or disgust would tend to make the group as well as the individual self-conscious and to "dry up" discussion in general.

Special events, situations of local concern to the community and school, or new experiences may be used as points of departure for discussion; on the other hand, they may elicit strong emotional responses calling for skillful handling.

A situation may develop within the group as a result of the permissive atmosphere desired. Sometimes, attitudes and feelings will solidify a group; sometimes they will tend to disorganize it. In such instances, skillful use of various group processes will help the class to work their feelings through.

It will be seen from the foregoing that the counselor's own attitudes and self-insight are of paramount importance. The greater his personal security, the greater will be the security of the group, for only persons with such inner strength can tolerate divergent opinions and develop strength in a group.

GROUP GUIDANCE METHODS

As in any teaching-learning situation, variety of activity in group guidance stimulates and enriches experience. In this respect, group guidance resembles other more traditional classes. However, since experience with the process itself exemplifies the behaviors sought in group guidance, the particular methods chosen to develop a topic should be selected to reflect the specific behaviors related to the topic.

Certain types of activities place a high priority upon pupil involvement since what are "methods" to the teacher become "experiences" for the pupils. These types of activities are listed below:

interpreting tests that appraise ability, achievements, and interests

reading books, pamphlets, magazines, and newspapers to seek help on problems

analyzing and discussing pertinent radio programs, television programs, and educational films

dramatizing problems for class discussion

planning and organizing class activities

drawing graphs, posters, and cartoons to illustrate and communicate information and attitudes

completing rating scales and check lists to appraise personal characteristics

making appropriate visits and field trips in the community

collecting, organizing, and interpreting data related to a group or individual problem

conducting interviews and conferring with teachers, parents, and other adults

pursuing discussion of problems introduced by the group.

CONTINUITY IN GUIDANCE

The four group guidance units for seventh and eighth grades developed in this book are only one segment of the entire guidance program in Chicago public schools. The over-all plan provides continuity between grades eight and nine and between nine and twelve. Thus a guidance program is a process, a point of view, and a set of services. The fundamental goals remain the same throughout the school experience of the pupil, but the emphasis differs from age level to age level; the services vary with individual needs; and the role of the pupil in his own guidance is amplified as his maturity increases.

Grade Level Emphases

In the seventh and eighth grade group guidance units as well as in the high school group guidance units, various guidance services are emphasized and re-emphasized at various grade levels based on the maturity, needs, and interests of the students. A topic emphasized in one of the upper grades will certainly be emphasized again in the high school. For example, the topic "Discovering Educational Opportunities" has been developed for emphasis in eighth grade. This is closely related and further emphasized and expanded during the second year of high school under the unit title "Developing Myself for the Future."

A look at Unit II in the upper grades program provides another example of the close relationship between this program and that of the high school. This unit, developed for seventh grade, emphasizes self-discovery and self-evaluation in order to plan for the future. The unit developed for the second year in high school is entitled "Developing Myself for the Future."

Each grade from seven through twelve has its own emphasis. However, this does not mean other topics are to be excluded during the year. Topics are only emphasized, not made the single subject of the year.

In order to see the over-all structure of group guidance in grades seven through twelve, the grade level emphases of the group guidance program are presented on the next two pages. These emphases are presented here so that the continuity of the group guidance may be seen. An examination of the high school group guidance units will provide a complete picture.

GRADE LEVEL EMPHASES IN GUIDANCE SERVICES

Services & Activities	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Learning to Know Oneself	Discovering interests Appraising abilities and achievements Exploring personal characteristics	Appraising abilities and achievements Understanding individual differences	Understanding individual differences Appraising abilities and achievements	Evaluating progress Exploring interests Assessing personal characteristics	Reappraising ability and achievement Evaluating school and personal progress Understanding behavior	Evaluating progress Engaging in try-out activities Appraising oneself as an individual
Learning about Opportunities	Getting acquainted with the school	Discovering educational opportunities Discovering vocational opportunities Getting acquainted with the community Learning about the world of work	Getting acquainted with the school Relating high school subjects to self-development and educational opportunities Exploring how and where people work	Getting educational and occupational information Learning about high school courses Explaining social and community interests	Planning and participating in career and educational conferences and interviews Learning about colleges and scholarships Studying preferred fields Participating in social and community activities	Planning and participating in career and educational conferences Securing information on colleges and scholarships Securing military information Securing information about entry jobs Learning about problems in post-high school living

GRADE LEVEL EMPHASES IN GUIDANCE SERVICES

Services & Activities	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Developing Habits and Relationships	Learning study habits and practicing skills Discovering attitudes and feelings in relation to others	Practicing good study habits and developing skills Exploring attitudes and feelings in relation to others	Learning to become an effective student Learning about relationships with other people	Increasing effectiveness as a student Becoming effective in relationships with other people	Becoming an effective student Developing responsible relationships with other people	Developing excellence in school work Developing responsible relationships with other people
Making and Carrying Out Plans	Appraising the present Planning for the future Learning to plan use of time	Making plans for high school Making plans for college Making long-range plans	Planning one's high school program Projecting post-high school plans	Reviewing plans Post-high school planning	Studying implications of future education Learning about financing post-high school education Applying to colleges and institutions Learning about job opportunities	Reviewing and crystallizing educational and occupational plans Applying for colleges and other specialized schools Applying for jobs Enlisting in the Armed Forces Finding one's place in the community

ORGANIZATION OF THE MATERIALS

It is always good to begin with planning and organization, but it is equally good to be flexible enough to alter that plan, even to discard it for another when necessary. The maturity level in upper grade pupils naturally varies from student to student and school to school. With these ideas in mind, the group guidance materials have been organized into a plan, but the variations in that plan are enormous and the materials endless.

Behaviors to Be Developed

Behaviors are ways of acting, thinking, and feeling, rather than merely "good" or "bad" responses. The purpose of the group guidance classes in both seventh and eighth grade is to develop ways of responding in personal affairs based upon the following:

knowledge and understanding

ability to interpret data and information

skill in studying, evaluating, and planning

the development of a wide range of significant interests

positive personal and social attitudes and ethical values

growth in personal initiative and responsibility

skill in problem-solving techniques.

Content Areas

These elements of realistic and intelligent behavior apply to and can be developed in any appropriate content area. The following content areas are suggested:

school life

family and community life

social and leisure time opportunities

civic opportunities and responsibilities

relationships with others

self-knowledge - interests, abilities, achievements, and personal characteristics educational opportunities in high school

the world of work

The group guidance teacher may desire to develop a few behaviors in all content areas or all behaviors in just one or two areas. Circumstances and the needs of the group will determine the teacher's selection of content as a guide for selection and organization of the actual learning experience.

Units

Four major units have been developed, each containing several topics. Units I and II have been developed for use in seventh grade and Units III and IV for use in eighth grade. However, the school may desire to change the order of units, depending on the pupil's needs. Accelerated groups may move rapidly through some topics and extend the depth of activity in others. Also, every topic as developed supplies the framework for recurrent attention. Should the problems of teen-agers be explored only in seventh grade? Would a discussion of educational opportunities be restricted to eighth grade? Obviously not. The activities involving improving study habits have been developed for use in the seventh grade, but may be repeated in the eighth grade as the need occurs.

The units as outlined below will provide techniques, introductions to topics, and a minimum sequence.

Unit I — Getting the Most Out of School

- Looking at My School
- Getting the Most Out of Learning

Unit II — Getting to Know Ourselves and Others

- Determining Our Personal Characteristics
- Exploring Our Problems as Teen-agers
- Making and Keeping Friends
- Living with Adults

Unit III — Discovering More about Ourselves

- Exploring Our Interests
- Discovering Our Abilities

Unit IV — Discovering Opportunities for Self-Development

- Discovering Educational Opportunities
- Discovering Vocational Opportunities
- Participating in Community Living

Within each unit, the order in which topics are taken up is of great importance, particularly in the last three. It will be noted in Unit II that knowledge of the individual's personal characteristics and problems are explored before looking at his relationships with others. Actually, all topics in Unit II, as in all the units, are tied closely together. In Unit III, interests precede abilities for several obvious reasons. Interests, being merely preferences, carry no connotation of "can do" or "cannot do" as do abilities. Interests also form a wider base for the development of the behaviors inasmuch as they encompass all activities and provide fields wide enough for all ability levels. Basic concepts toward measurement and individual differences can thus be acquired prior to the more judgmental topic of ability.

Vocational information in elementary school was not always met with approval by many educators. Today it is rare that anyone would disapprove introducing this information at an early stage. For this reason vocational information is a part of Unit IV. Rapid advances in science and technology and the consequent effect on the labor market make it imperative that pupils begin building concepts of our industrial and economic organization and their opportunities in it. The purpose of an early look at the world of work is to widen horizons. Exploration is the key.

The following outlines have been prepared for the teacher's use rather than for pupils', and it is therefore anticipated that informality of presentation will be used. For this reason, parts of the outline are phrased in conversational form, particularly those parts which will require mimeographing for pupil use in class quantities.

Where no group guidance has been offered in grade seven, teachers may wish to begin with Unit II and to spend a few minutes introducing the idea to eighth graders. This can be done naturally be relating the work to their forthcoming change of school or other local needs.

Topic Organization

In order to simplify the use of the units in this book, each of the eleven topics is organized in the same fashion. Initially, the purpose of each unit and some introductory discussion questions are presented. Individual topics follow. The outline of each topic is the same. First come the substance of each topic, methods proposed, materials needed, a means of introduction for the topic to the students, and suggested activities.

Following the activities in each topic is a bibliography with suggested readings of books and booklets. For the most part the suggested readings are for the use of the group guidance teacher. However, a starred (*) item indicates the book or booklet is recommended reading for the pupils.

A listing of suggested films and (with some topics) filmstrips, with appropriate information, completes each topic. These films and filmstrips are listed here because they are included in Division of Visual Education publications. It is recommended that the films and filmstrips be previewed before use is made of them in group guidance sessions.

In addition to the films and filmstrips recommended in this publication, guidance teachers will find further guidance items such as pamphlets, booklets, and bulletins listed in periodic bulletins entitled Approved Free and Inexpensive Instructional Materials List, prepared and distributed by the Bureau of Instructional Materials, Chicago Board of Education. The Bureau of Pupil Personnel Services has assembled a special bulletin of guidance items drawn from these periodic bulletins.

PART II - TEACHER'S OUTLINES

UNIT I

GETTING THE MOST OUT OF SCHOOL

Purpose

This unit capitalizes upon the upper grade pupil's feeling of teen-age status as it can be applied to education in general and to his school in particular to increase his motivation. The amount of time and the kind of emphasis given to this topic will vary considerably among schools. It is expected that the upper grade centers will feel a need to develop this topic more fully than will those schools whose pupil population has moved up into the upper grades from the lower grades in the same building. However, even in the typical eight year elementary school, a new emphasis upon knowing one's school can be given in recognition of the upper grade status of pupils and their consequent better school citizenship, obligations, and privileges. The content to be stressed will vary according to the organization of the school.

Discussion Questions to Initiate Unit

1. What makes a school a "good school"?

2. In what ways does going to school resemble going to work?

Looking at My School

Substance of the Topic

Essentially an orientation activity, "Looking at My School" should make pupils more aware of the distinctive traditions and personalities connected with the school.

Proposed Methods

Discussion, interview, assembly, and others as needed.

Materials Needed

School handbooks and newspapers.

Anticipated content:

I. School staff and instructional areas

  A. Homeroom teacher and other teachers

  B. The principal and staff

    1. Principal
    2. Assistant principal
    3. Adjustment teacher (K-8); counselor (upper grade center)
    4. School clerks
    5. Attendance officer

  C. Content and organization of major instructional areas

    1. Language arts
    2. Mathematics and science
    3. Social studies

  D. Content and organization of other areas of instruction

    1. Music
    2. Art
    3. Health and safety
    4. Library
    5. Home mechanics

  E. Special programs

  F. Engineering and maintenance staff

II. School building and community
    A. Building layout
    B. District boundaries
    C. School attendance area
III. History and traditions of the school
    A. Dates of original buildings, additions, and major structural changes
    B. Information regarding the person for whom the school is named
    C. Important events in the school's history
    D. Famous alumni
    E. School colors, songs, and slogans
IV. School rules and regulations
    A. Attendance and punctuality
    B. Acceptable conduct in the school yard and on school grounds
    C. Acceptable conduct in corridors, stairways, the assembly, and gymnasium
    D. Fire drills and air raid drills
V. School clubs and service organizations
    A. Clubs and newspaper
    B. Monitors
    C. Patrol boys
    D. Office helpers
VI. The group guidance classes
    A. Purpose of the class
    B. Schedule of class meetings
    C. Content of the meetings
    D. Methods and procedures

Introduction of the Topic

The topic may be introduced by an assembly if pupils are new to the school or by pupil discussion of such topics as the following in group guidance classes.

What do you think a new pupil should know about our school?

What reasons do people give for going to school or for quitting school? Which are the reasons and which are excuses?

Acquire a general education
Learn a specific skill or trade
Get ready for college
Stay off the street
Learn to get along with others
Wait until old enough to work
Get above the crowd
Prepare for good citizenship
Develop one's talents, interests, and personality
Compete for jobs.

Suggested Activities

1. The teacher may organize and carry through an orientation assembly for new seventh grade students. This assembly should be held the first week of each new school year and should be directed to those students beginning in the upper grades. However, it is recommended that schools have orientation assemblies for all students at the beginning of each new school year. A suggested program for new upper grade students follows this list of activities. This assembly program might be broken down into two separate assemblies. The outline at the end of this section is only the skeleton of a suggested program and may need additions, deletions, and arrangement according to the school's needs. The assemblies should be followed up in group guidance sessions.

2. Following the assembly, pupils may be guided on a tour of the building to the various rooms and facilities.

3. Pupils may draw sketches of the physical layout of the school showing locations of rooms, gymnasium, auditorium, special offices, and other places.

4. Eighth grade pupils may visit the seventh grade guidance class to explain school regulations and codes of conduct established by previous groups.

5. Parents or grandparents may give information about important events in the history of the school and tell what the school was like when they attended there.

6. The class may be made acquainted with school songs or slogans.

7. The Dictionary of American Biography may be consulted for information about the person for whom the school is named. The school library and the Chicago Historical Society may be consulted also.

8. Pupils may report on the current activities of former graduates of renown or of recent graduates who are favorably well-known in the community.

9. Pictures of the school in action--either movies, slides, or filmstrips--may be taken and used in an orientation assembly with the counselor or an outstanding eighth grade student doing the narration as the pictures are presented on the screen. A sequence of pictures may show a new student beginning his upper grade career and then follow him through various school activities and classes, culminating with his graduation and advancement to high school. Pictures of the principal, assistant principal, counselors, representative teachers, school clubs and activities in action, the counseling offices, office staff, lunchroom, and the like may be included. Several schools in Chicago already have fine movies and filmstrips presenting their stories on film.

10. If the school does not have a school handbook, the class could help develop one. The class should be divided into several committees with each committee responsible for developing a section of a proposed handbook. Boys and girls may be elected to head each committee. In addition, an editor-in-chief as well as rewrite editors may be elected. The handbook may be divided into the following sections with helpful information and regulations listed in a positive way: classrooms, lunchroom, library, corridor traffic, attendance, lockers, emergency procedures, and scholarship.

    Once developed, this handbook may be duplicated and distributed to all pupils in the school. When a new pupil enters the school, a copy should be given to him.

    From this school handbook, a single sheet of guiding information pertaining to special information in individual classrooms may be developed for each classroom.

Sample Program for an Upper Grades Orientation Assembly

- Presentation of Colors, National Anthem
- Introductory Remarks
  - Welcome to the school by the principal
  - Reasons for assembly program
  - Differences between sixth grade and upper grade program
- Introduction of Pupils (upper grade center activity)
  - Introduction of pupils by groups according to the name of each contributing school
  - Singing of school song, using duplicated sheet with words of song
- The School's Picture
  - Movies or slides of the school
- Introduction of School Personnel
  - Assistant principal, counselors, teachers, nurse, lunchroom supervisor, crossing guards, attendance officer, and others
- Rules and Regulations
  - Reasons for rules and regulations, presented by a member of the student council or by some other outstanding eighth grade student
  - The rules, presented by the assistant principal, using large signs or an opaque projector
- School Clubs and Organizations
  - Names of school clubs and organizations, introduced by a student council member
- Reasons for Learning
  - Presentation of reasons for learning by a student council member
- Conclusion: School Song

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Getting the Most Out of Learning

Substance of the Topic

This topic deals with some of the basic factors in motivation for learning - interest in school subjects, attitudes, and study skills. Emphasis at this point takes cognizance of the distinctive character of upper grade work and the pre-adolescent's sense of self.

Proposed Methods

Inventory, discussion, self-evaluation, and other methods as needed.

Materials Needed

Booklets on study skills, helpful but not mandatory.

Introduction of the Topic

The teacher may want to use some introductory remarks similar to those given below to open this topic:

> To learn is to change yourself in some way. You might change the way you think or feel about things, or you might change the way you do things. You can discover better ways of learning. This part of the unit will help you to improve your learning by acquainting you with habits and attitudes that affect your learning. We will begin by considering the equipment and supplies you need for doing your schoolwork this semester.

Suggested Activities

1. Developing Tools for Learning

The teacher and pupils may cooperatively develop a list of equipment, supplies, and books needed for school for the current semester. After each item on the list, the pupils should print an "S" if they have the item in school and an "H" if they have it at home. The list may also have a heading Optional Equipment to list materials which are useful but not required or absolutely essential. At this time the teacher may explain the use and need for any materials new at this grade level and clarify questions regarding type of notebooks, kind of looseleaf paper, and other items. Pupils may use the completed list as a reminder to make periodic inventories of supplies that they need during the semester.

2. Determining Interest in Learning

Pupils may examine their interest in the subjects they are studying in school. A threefold classification covering "Very Little Interest," "Some Interest," and "Much Interest," may be refined enough for this purpose. Pupils may list the subjects under the headings as shown below.

My Interest in My School Subjects

Very Little Interest	Some Interest	Much Interest
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
TOTAL NO. ____	____	____

Each pupil may now write a paragraph summarizing his interest in his school subjects and explaining why he has little interest in some subjects and much interest in other subjects.

Pupils who have very little interest in a subject may have a short interview with another pupil who has much interest in the subject.

A tabulation of the individual responses of pupils may be made by a committee. Their report may include the totals of the three columns as well as the popularity of various subjects. Discussion may follow.

3. Examining Attitudes toward Learning

Pupils may examine their attitude toward learning by thinking of the reasons why they want to learn. The following list of reasons may be placed on the blackboard for them to consider. Pupils may suggest other reasons to be added to the list.

My Reasons for Learning in School

____To get good grades on my report card
____To get praise from my teacher
____To make my parents happy
____To enjoy myself
____To help me in my future education
____To help me in my future career
____To keep from failing in school

After the list has been copied by the pupils, they may indicate their responses by placing a single check mark before each reason that applies to them and a double check mark before the reasons that are very important to them. Class discussion may then proceed on the basis of the completed forms.

4. Learning about School Abilities

The teacher may examine and discuss with the pupils the results of the school mental ability and achievement test results of tests taken in sixth grade.

Each pupil should know his scores in terms of stanines and grade level.

The teacher may explain the basic concepts of school mental ability and achievement tests (see Unit III).

The teacher may conduct some activities which will help clarify the meaning of the tests (see Suggested Activities, Unit III).

5. Learning Habits at School and at Home

Some of the points that are likely to be brought out in a discussion of the differences in learning at school and at home are given below.

At School

Conditions to promote learning are arranged for you as follows:
- lighting
- fresh air
- freedom from noises
- materials for learning (The need for them is called to your attention.)

Help and supervision are given by the teacher as follows:
- questions about the assignment
- help with special problems.

At Home

You arrange your own conditions to promote learning.

Help and supervision are not available.

Pupils should be encouraged to discuss the particular advantages or difficulties they have in studying at home. Teacher and pupils may cooperatively develop a list of the problems pupils have in studying at home, together with suggestions for solving each problem.

Pupils may check their home study habits by answering the following questions. They may circle either Yes or No for each question.

Yes No (1) Do you have and use a library card from the public library?
Yes No (2) Do you have a regular plan of study at home?
Yes No (3) Do you study with other pupils?
Yes No (4) Do you review previous work before beginning a new assignment?
Yes No (5) Do you write down your reactions and thoughts to what you are learning or reading?
Yes No (6) Do you bring all the things you need to start your studying at one time instead of constantly getting up to get paper, ink, eraser, glass of water, and other items?
Yes No (7) Do you have a dictionary at home?
Yes No (8) Do you try to understand things before you try to memorize them?
Yes No (9) Do you try to study with the radio or television or record player being played at the same time?
Yes No (10) Do you make a list of the things you are going to study and stick to your schedule?

After the pupils have completed the questions, each question may be discussed from the standpoint of the best study habit.

6. Learning the Right Way to Study

Read the following situation to the class or duplicate it and distribute it to the pupils:

> Robert Jones has decided to set aside an hour each evening after school for homework. He has an arithmetic assignment to do this evening and he figures it will take an hour to do, so he plans on working on this from seven until eight o'clock. At exactly seven Robert sits down on the couch in the living room with a single sheet of paper, a pencil, and the arithmetic book. Immediately after sitting down he jumps up and turns on the television set to see if he is missing anything good. Robert watches for five minutes, turns off the set, and returns to the couch. He begins to thumb through his arithmetic book and remembers that he forgot to list the assignment in his assignment book. He then goes to the telephone and calls his friend Bill for the numbers of the pages he is to do for homework. After the phone call, in which the boys also discuss tomorrow's intramural basketball game, Robert turns on the radio for some background

> music and then turns to his assignment.
>
> Just as Robert begins doing his arithmetic problems, his pencil breaks. He gets up and sharpens it and at the same time gets a drink of water. After returning, he decides he needs something better than his geography book on which to put his paper, so he searches but can't find anything suitable. He decides to go into the kitchen and do his work on the table. He grabs a handful of pretzels, another pencil, and some paper and sits down. After jumping up to refill his water glass, Robert sits down and begins work in earnest. The clock reads 7:42. At exactly 7:59 Robert stops working, puts his things away and turns on the television for the eight o'clock show.

Questions for discussion: Did Robert finish his assignment? Was this an hour of homework? What went wrong? What did he do that was correct? What suggestions would you give Robert?

Individual students may be asked to tell the class how they do their studying, how much time they take, where they study, and other pertinent information. A "buzz session" might be best for this activity.

The teacher may appoint one or two students as "study period observers," who, during study period or at other times when the class is given time to study, will observe how the students in the classroom carry out their studying. A report listing general conclusions might then be issued to the class.

7. Learning How to Take a Test

The teacher may discuss with the pupils the types of tests. This topic may be introduced by asking them to describe the different types of tests they have taken. The differences between objective and essay tests may be discussed as well as the differences between standardized and teacher-made tests.

The teacher may administer "Tests and You." In this inventory, each pupil will indicate, on the blank lines following the question, a word which best answers the question. Some possible answers are always, usually, sometimes, rarely, never. Pupils should understand that taking tests is not limited to school situations. Tests and examinations are given to most people throughout most of their lives and for this reason it is good to know how to take a test. Pupils should also be aware that this inventory is a very general one. Some questions may apply only to one type of test. The pupils may be able to determine which these are.

TESTS AND YOU

Preparing for the Test

DO YOU:

Know what to study for a test? 1. __________

Prepare for a test by keeping up with your studies? 2. __________

Prepare for a test by reviewing the night before the test is given? 3. __________

Try to anticipate the questions on the test when reviewing for a test? 4. __________

Do some review work with other members of the class? 5. __________

Taking the Test

DO YOU:

Make sure you understand the test directions? 1. __________

Ask questions if you do not understand the directions? 2. __________

Glance over the entire test before beginning it? 3. __________

Understand each question before beginning to answer it? 4. __________

Answer the questions that you are sure of first? 5. __________

Look for leads in one question that may help suggest answers to other questions? 6. __________

Pause now and then to relax your mind? 7. __________

Guard against such errors as recording the answer in the wrong place? 8. __________

Write so that the teacher can read your writing? 9. __________

Reread and check over everything on your paper before turning it in? 10. __________

Review a test when it has been scored and returned to you? 11. __________

The students may answer the following statements with a true or false answer; then they may discuss them.

Most people are usually nervous before a test. 1. ________

Not being ready for a test leads to nervousness. 2. ________

Most jobs require tests before placement. 3. ________

"Cramming" is a good method of preparing for a test. 4. ________

The main purpose of a test is to make you study. 5. ________

Most students are afraid to take a test. 6. ________

Tests help you find out how well you have learned. 7. ________

8. Learning the Parts of a Book

The teacher may use a set of textbooks in social studies, science, or language arts to illustrate such parts as the foreword and index of a book.

The group may locate the title page and individual pupils may determine the exact title of the book, author or authors and their institutional connection, name of publishers, and the date of publication.

9. Learning at the Library

Pupils may interview the librarians at the school and in the local public library to acquire information which can be used in a panel discussion or a "quiz" program on such topics as the following:

What rules and regulations are aids to good study habits?

What rules permit many people to share the library?

Under what circumstances (in which high school course or type of job) might an individual look up books under the following classifications? (One pupil may serve as quiz-master and ask about each type of book until all but one pupil are eliminated. Pupils would be eliminated when they cannot give the high school course or type of job when given a book classification.)

500--Science
Examples: 510 Mathematics
520 Astronomy
590 Zoology
595 Insects

600--Applied Science or Useful Arts

Examples:	610 Medicine
	620 Engineering
	626 Radio and Television
	629 Aviation

700--Fine Arts and Recreation

Examples:	750 Painting
	780 Music
	790 Sports, Hobbies, and Games

800--Literature

Examples:	810 American Literature
	820 English Literature
	821 Poetry
	822 Plays

900--History and Travel

Examples:	940 European History
	973 United States History

Reference Books
- Dictionaries
- Atlases
- Encyclopedias
- Biographical encyclopedias
- Almanacs

10. Learning from the Lives of Others

The class may compile a "Who's Who" list of prominent persons; for each, report on such topics as the following:

How did this person's education differ from or resemble the one you plan for yourself?
What people or books seemed to influence him?
What do you think of the book which influenced a person you admire?
Did he have a "rule of life"? What was it?

11. Listening for Learning

Listening is one of the important ways by which we change our thinking, feeling, and ways of doing things. We learn by listening. Although hearing ability is a factor in learning by listening, there is much more to being a good listener than having good hearing ability. Listening is a skill, and there are different kinds of learning situations.

A. Pupils may be asked to consider the following examples:
Situation No. 1. Listening to a record of a new song to decide whether you want to buy it.

Situation No. 2. Listening to a record of a new song so that you can learn to sing it.

Discuss how the difference in your purpose changes the way in which you would listen in each case.
Which situation would require the greatest attention and concentration?

B. In order to get practice in listening, the class may listen to the following situations (without observing the speaker) and make the distinctions which are requested.

In the first listening situation, two pupils may respond to the question "Did you like the dinner?" One pupil responds with enthusiasm, "Yes, I liked it." The other responds with doubtful enthusiasm, "Yes, I liked it."

Pupils may continue to listen to and to describe the above situation as pupils express various shades of enthusiasm in their response.

In a second listening situation, two pupils may respond to the question, "What kind of a movie was it?" Varying degrees of enthusiasm may be expressed in the response, "It was a good movie."

C. Another important aspect of listening involves getting the main idea from several related sentences. The teacher may read the following paragraphs while pupils listen. Afterwards, pupils will be asked to choose the most important idea from several statements.

There are many places to go on a summer vacation. Some vacation spots have fishing and swimming; others are famous for mountain climbing or horseback riding activities. There are vacations to be had in all of the price ranges. To investigate every possible place before you go would not be possible even if it were desirable. Only two weeks remain of the summer vacation period.

Which statement expresses the main idea?

People like to go to different places.
Some places are very expensive.
Take your time and choose the right place.
Decide now or you will have no vacation.

D. Good listening often requires active thinking. The example below which consists of three sentences and three thought responses may be read by the teacher to the class after he orients them to the purpose of the reading and the situation.

Situation: A teacher speaking to her class on Friday.

> "On next Monday I want you to prepare a written paper describing in a conversational style several soldiers talking to each other during the Civil War period. Give the date and the location of the scene. Your paper should be written in ink on lined notebook paper."

This is what one good listening pupil was thinking.

(Reread the first sentence)	"That makes two written assignments for the weekend."
(Reread the second sentence)	"I think I can get some ideas from that book I saw in the library yesterday called Battles of the Civil War."
(Reread the third sentence)	"I had better buy some lined paper after school today."

Pupils may be asked whether they have similar thoughts when assignments are given. For fun, pupils may tell what a pupil who was not a "good listener" would be thinking as each of the sentences was read.

12. Examining Individual Needs

The teacher may administer the following "School Guidance Inventory" to get clues as to individual needs. This may help a pupil examine himself for his strong points and weak points. Individual counseling may follow the administration of this inventory. In giving directions for this, care should be taken that the pupils understand that this inventory is not being given for a grade, but that it is intended to assist them in school.

SCHOOL GUIDANCE INVENTORY[1]

This is an inventory of your school interest, habits, and ability. Circle Y for Yes, N for No, or the ? if doubtful. The questions do not apply to any particular class, but to your schoolwork as a whole.

Y N ? 1. Are you familiar with the school rules and regulations?

Y N ? 2. Would you like to or do you participate in extra school activities?

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[1] Based upon "A Checklist for Use in Educational Guidance and Counseling," Kelvyn Park High School, Chicago public schools, 1963.

Y N ? 3. Are you a slow reader?

Y N ? 4. Do you consider yourself able to do your schoolwork?

Y N ? 5. Do you enjoy reading and studying from books?

Y N ? 6. Do you write down your assignments in a notebook?

Y N ? 7. Do you often leave a lot of work unfinished?

Y N ? 8. Is it hard for you to understand your school books?

Y N ? 9. Is it hard to understand the explanations of some of your teachers?

Y N ? 10. Do you ask your teachers about the lesson when things are not clear?

Y N ? 11. Do you often drop your homework when some person asks you to go somewhere?

Y N ? 12. Are there home problems or worries that bother you a great deal?

Y N ? 13. Do you frequently volunteer in class?

Y N ? 14. Is there some physical ailment that interferes with your studies?

Y N ? 15. Are you worried when a test is given?

Y N ? 16. Do you have trouble pronouncing words?

Y N ? 17. Do you feel that everyone is looking at you when you recite in class?

Y N ? 18. Do you feel that most of the other members of the class are better pupils than you?

Y N ? 19. Do you think that your teachers are fair in marking your work?

Y N ? 20. Do you ask for help from other pupils?

Y N ? 21. Do you worry over low marks?

Y N ? 22. Do outside activities take too much of your time?

Y N ? 23. Do you frequently let your assignments go until the last minute?

Y N ? 24. Do you often discuss your schoolwork at home?

Y N ? 25. Do you look over your papers before handing them in?

Y N ? 26. Do you have a hobby?

Y N ? 27. Are you satisfied with your present marks?

Y N ? 28. Do you own a dictionary?

Y N ? 29. Do you take time to look up all mistakes on papers that are returned?

Y N ? 30. Are you often late with required work?

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*Recommended for use by pupils

UNIT II

GETTING TO KNOW OURSELVES AND OTHERS

Purpose

The purpose of Unit I is to help the pupil get the most out of school. Unit II turns attention toward self-evaluation. How does the adolescent get along with himself and how does he get along with others?

Seeing and evaluating one's personal characteristics and their influence on the adolescent's life with others is the purpose of Unit II. This purpose capitalizes upon the adolescent's heightened sense of self and his need to develop constructive controls in his relationships with others.

Discussion Questions to Initiate Unit

1. What are the most important things to know about ourselves?
2. In what ways can we compare pupils with each other and compare adults with each other?
3. Why is it a good thing that pupils as well as adults are different from each other in some ways?
4. In what different groups and places will we need to get along with others?
5. What happens to a boy or girl who cannot get along with other teen-agers?
6. Why should a boy or girl not always go along with what the group wants to do?

Determining Our Personal Characteristics

Substance of the Topic

In this topic, the technique of self-evaluation is applied to personal characteristics with the twofold aim of encouraging in pupils consciousness of their own strengths and weaknesses and of assisting pupils to embark upon self-directed personality change. In the latter, the feelings pupils have about themselves and others are of major importance.

Proposed Methods

Self-rating, discussion, interview, role-play, and other methods as choice of activities dictates.

Materials Needed

Copies of the check lists incorporated in this topic.

Introduction of the Topic

Besides serving to establish a definition for personal characteristics, the introduction of this topic should establish an atmosphere as objective and accepting as possible. The development of the topic will encourage self-evaluation and group discussion and will stimulate pupils to undertake personality changes at their own initiative. Such discussion topics as the following should serve this purpose:

1. What are your personal characteristics?

   Definition: Those things which are unique to you as a person.

   Some examples: Your name; your physical strength; whether you are timid or bold, confident or unsure of yourself, full of fun or serious; and other similar elements.

2. Why is it important to know your personal characteristics? In which areas of living will personal characteristics help decide your success or failure? in school? at work? with your family? with your friends?

3. How can you learn about your personal characteristics?

   Answers:

   From yourself: Thinking about your past experiences which reveal your characteristics; keeping a diary of day-to-day experiences.

From your parents, other family members, and relatives, your teachers, your friends and classmates.

Suggested Activities

Note: Three major types of activities are outlined here. The first type, activities 1 and 2, is intended to explore the feelings and attitudes pupils have about themselves and their ideals; the second, to stimulate self-evaluation in terms of specific characteristics; the third, activities 9 and 10, to encourage internalization of the unit.

1. Group discussion may be used to develop such topics as the following, which will help young people to learn about themselves from their attitudes about work and people. (Note: Since responses to these topics will depend upon the culture and experience of the pupils, and since spontaneity will be helpful, discussion may be encouraged by an atmosphere of acceptance.)

   What kind of person do you want to be when you become an adult?

   What kind of work would you like to do as an adult?

   Where do you hope to live when you are an adult?

   What great American would you most like to meet? What two questions would you want to ask him?

2. The teacher may administer the Check List of Activities (see page 40) which has been mimeographed in the school. After pupils have finished each of them may do the following:

   underline the activity he likes most

   underline the activity he dislikes most

   decide upon and underline the activity he does best

   decide upon and underline the activity in which he does least well.

3. The teacher may administer the Personal Characteristics Rating Scale (see page 41) and hold class discussion on such topics as:

   Of which of your characteristics are you most proud?

   Of which of your characteristics are you least proud?

4. Speakers may be invited to discuss the importance of personal characteristics. Pupils may prepare topics or questions in advance which they would like the speaker to discuss. A written invitation may be drafted by a committee or the class under the guidance of the teacher. The following kinds of speakers may be considered:

   school counselors or the principal to discuss the importance of personal characteristics in school success

   an employer or an agency representative (such as from the Illinois State Employment Service) to discuss qualities that are looked for in young people and characteristics that help or hinder success on the job

   the school psychologist to discuss what a psychologist knows about personal characteristics.

   Committees may draft notes of appreciation to each guest speaker.

   Each pupil may write a paragraph summarizing the importance of personal characteristics mentioned by guest speaker.

5. A panel discussion may be held by pupils on the topic "Characteristics I Admire in Other Teen-Agers and Those I Dislike."

6. Students may role-play undesirable personal characteristics and then role-play the opposite desirable characteristics.

7. Each pupil may examine the materials he has collected and the forms he has completed (past history, check list, and others) and make a list of his personal characteristics under two headings--those I want to keep, those I want to change.

8. Each pupil may write about his plans for improving one personal characteristic.

9. Pupils may make drawings, posters, or cartoons illustrating the importance of personal characteristics.

10. The teacher may list the following personality traits on the chalkboard: courtesy, initiative, reliability, enthusiasm, cooperation, consideration, perseverance, determination, loyalty, dependability, helpfulness, honesty, neatness, respectfulness, fair-mindness, naturalness, democratic spirit, understanding.

    Each student in class may be assigned one of these words.

    Each student may write two items on the word he has been given: first, a definition of the word in his own words using one sentence;

second, a description of a true incident he has recently witnessed which serves as an example of this trait in no more than five sentences.

Pupils may exchange papers and read them aloud.

As an extension of this activity, each student may write about how he can help one personality trait to grow within himself. Examples of instances where this trait was lacking in an individual could be given as well as the action that is necessary to acquire this trait. This may be done in group guidance sessions.

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CHECK LIST OF ACTIVITIES

Directions: For each activity on the left, complete the columns at the right by first checking whether the pupil likes or dislikes it. In the second column, list the main aspect he likes or dislikes. In the last column check how well the pupil does the activity.

ACTIVITY	LIKE	OR DISLIKE	MAIN ASPECT OF ACTIVITY LIKED OR DISLIKED	OVERALL PERFORMANCE (Considering Age)		
				Poor	Average	Good
(Examples)						
Preparing a meal	X		Setting the table			X
Selling benefit tickets		X	Approaching the buyer		X	
Doing dishes						
Cleaning the car						
Repairing things						
Taking care of his room						
Delivering newspapers						
Putting things away						
Taking care of pets						
Going for groceries						
Obtaining information by phone						
Explaining a new game						
OTHERS: ______________						
______________						
______________						

(Bureau of Pupil Personnel Services, Chicago Public Schools)

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PERSONAL CHARACTERISTICS RATING SCALE

How Is My Endurance?

Almost always am full of energy	Usually am full of energy	Can keep going as long as most pupils	Am not able to keep going for long	Usually tire easily

How Much Talking Do I Do?

Usually talk continually	Usually talk more than others	Usually talk an average amount	Usually talk less than most	Hardly ever speak

How Courteous Am I?

Am almost always courteous	Usually am more courteous than most children	Am as courteous as most pupils	Often forget to be courteous	Almost always forget to be courteous

How Cheerful Am I?

Almost always feel happy	Usually feel happier than others	Usually feel happy	Often feel sad	Usually feel sad

How Punctual Am I?

Almost always am on time for school	Usually am on time for school	Sometimes am late for school	Often am late for school	Usually am late for school

How Truthful Am I?

Am almost always careful about the truth	Am usually careful about the truth	Am careful about the truth	Am usually careless with the truth	Am very careless with the truth

(Bureau of Pupil Personnel Services, Chicago Public Schools)

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FILMS AND FILMSTRIPS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1962.

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*Recommended for use by pupils

Good Sportsmanship. Coronet Films, 1951. 10 min. b&w (Chicago Schools Division of Visual Education: X-G-51).

How Friendly Are You? Coronet Films, 1951. 10 min. b&w (Chicago Schools Division of Visual Education: X-H-62).

How We Cooperate. Coronet Films, 1950. 10 min. b&w (Chicago Schools Division of Visual Education: X-H-59).

Making Friends. Encyclopaedia Britannica Films Inc., 1952. 10 min. b&w (Chicago Division of Visual Education: X-M-182).

Social Courtesy. Coronet Films, 1951. 10 min. b&w (Chicago Division of Visual Education: X-S-124).

Exploring Our Problems as Teen-Agers

Substance of the Topic

In the sense that a problem is a situation in search of an answer, everyone has problems; the seriousness of the problem to the individual can scarcely be determined by another. The adult's knowledge that most teen-age problems will be forgotten tomorrow is irrelevant to the undecided youth and is of no help to him. This unit is intended to explore common problems, to aid young people to attack their problems objectively, and to find techniques for solution. Important by-products are the reduction of tension over problems (because they are found to be common and not unique) and the improved adjustment of pupils when they find that their own concerns are deemed worth such attention.

Proposed Methods

Limited use of objective measures of problems; committee activity; discussion; use of printed materials, television and radio programs, and speakers; and other methods as needed for particular activities.

Materials Needed

Mimeographed data sheets and Mooney Problem Check List Form J (Board of Education Order Number 11759). (See pages 49-54.)

Introduction of the Topic

Answering problem check lists is most spontaneous when they are not discussed previously. On the other hand, some preparation should be made so that exaggerated reactions are minimized. Such discussion questions as the following may be used:

> What problems do people talk about a great deal today?
>
> What are some problems adults encounter?
>
> What problems do teen-agers have?
>
> In what areas of living (such as health, school, friends) do problems occur?

Suggested Activities

1. A survey of the problems of the class may be made by using the Mooney Problem Check List as a basis and accumulating anonymous responses on the data sheets, which will need to have been mimeographed beforehand.

   Committees of pupils may be organized by problem area interests (health and physical development, and others) to tabulate problems in each area and to make a list of the frequency of specific problems. (Each committee will need a copy of the Mooney for this task. The teacher may explain the meaning of the abbreviations of problem areas for each committee.) Separate distributions may be made for boys and girls as well as distributions for the total group.

Committees may report their findings to the group. They may want to write the totals of the problems for each area on the chalkboard and to list the two or three most frequently mentioned problems. Class discussions may then proceed regarding the findings of the survey.

The group may explore the desirability of further study of problems uncovered by the survey. If the situation is favorable, the teacher may encourage discussion of methods of organizing the class for such activity. Such possibilities as the following may be considered:

groups organized by friendship basis using sociometric technique (Example: Each may be asked to list two pupils he would like to have in his group to study personal problems of teen-agers.)

groups organized on the basis of interest in problem areas or specific problems

groups organized on a sociometric basis to help the counselor decide the area or specific problems to be studied.

2. **Committees** and individual students may engage in some of the learning experiences below. (This does not preclude other self-initiated activities which the counselor considers desirable.)

collect illustrative material from daily newspapers and magazines

listen to radio and television programs related to a topic

maintain bulletin boards or scrapbooks illustrating the topic

draw graphs and charts

conduct panel discussions within committees on topic

read pamphlets and books relating to the topic, such as SRA Junior Life Adjustment Booklets

interview other teen-agers

plan, in committee meetings, for entire group panel discussion, for choice of pupils to represent the committee on group panels, or for guest speaker or panel of speakers

dramatize problems in class.

Panel discussion may be presented by representatives from the committees involving exchange of ideas on problems studied.

3. Guest speakers may talk to the group after invitation of an individual committee or groups of committees; or panel discussion may be held by groups of such guest speakers as a YMCA counselor, school psychologist, principal, counselor, or parent.

4. Since this topic has been concerned with both discovering and solving problems, the following outline may aid the teacher in developing a summary with the class as a basis for compositions or discussions.

Discovering Problems

I. Definition of a personal problem

    A. Areas where pupils have personal problems

        1. Health and physical fitness
        2. School subjects
        3. Friendships
        4. Home and family
        5. Finance and recreation

    B. My own part in formation of personal problems

        1. My conversation with others
        2. My actions toward others
        3. My omissions concerning others
        4. My thoughts about myself

    C. The part of others in the formation of my personal problems

        1. Others' conversation with me
        2. Others' actions toward me
        3. Others' omissions concerning me
        4. Others' thoughts about me

II. Overcoming of personal problems

    A. Means of overcoming problems

        1. Information about how others overcome similar problems
        2. Conversation with others who have solved similar problems or who are working on solving their problems
        3. Changes in myself

4. Changes in others
5. New friends
6. Discovery of how to study
7. A part-time job
8. Conversation with an interested adult
9. Help from a nurse or physician

B. Choice of ways of overcoming my own personal problems

Directions to the Teacher

Since discussion of problems common to the group is desired in group guidance sessions rather than an analysis of each individual's total responses, the plan for using the Mooney Problem Check List is based upon the seven categories of problems, found at the extreme right of the inventory. For each category or problem area, thirty problems are included, grouped in fives horizontally. (Examples: HPD, Nos. 1-5, 36-40, 71-75, 106-110, 141-145, 176-180.) Of the thirty problems for each area, pupils are to select the three which apply to them individually and write the corresponding numbers on the data sheet in the appropriate column.

Thus, pupils are to work horizontally on the check list, not vertically. Each pupil should keep a record of the item numbers checked.

Problem Areas in the Mooney Problem Check List

HPD--Health and Physical Development
S--School
HF--Home and Family
MWF--Money, Work, and Future
BG--Boy and Girl Relations
PG--Relations to People in General
SC--Self-Centered Concerns

After all of the students have finished, the forms and data sheets are collected and examined by the counselor to be sure that each is anonymous. Data sheets may then be cut to separate the problem areas.

Directions to be read to the pupils are given on the next page, and it is suggested that the counselor or group guidance teacher clarify these directions in his own mind. Illustrative procedures are recommended in explaining the directions to the pupils.

COUNSELOR'S NOTES

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. Mooney
Bureau of Educational Research
Ohio State University

J
JUNIOR
HIGH
SCHOOL
FORM

HPD

S

HF

MWF

BG

PG

SC

TOTAL

Age.................... Date of birth... Boy............. Girl.............

Grade in school.. Name of school..

Name of the person to whom you are to turn in this paper..

Your name ....Date......................................

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

56-178T
Printed in U.S.A.

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522 Fifth Avenue, New York, N. Y.

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DATA SHEET FOR PROBLEM SURVEY - (MOONEY)

To the Teacher: Read the directions listed below aloud while the pupils read them silently. Answer questions and illustrate procedures to clarify proper method of filling out data sheet. For further help, see the teacher directions on the previous page.

Directions: Open pages two, three and four of the Mooney Problem Check List. Read all of the problems in each horizontal group of five from left to right. The first group of 30 problems has numbers 1-5, 36-40, 71-75, etc., ending with 176-180. Which of these problems troubles you the most? You are to select as many as three, but no more than three. Write the number of each problem you select to the right of the heading, HPD, listed below. Proceed to the next grouping of problems, beginning 6-10 and continue across the list of five selecting the problems troubling you the most and writing their numbers on the data sheet. Continue in this way until the entire list has been read and the data sheet is completed. You do not sign your name to the sheet so no one will know what problems you listed. However, please indicate whether you are a boy or girl after each problem area by circling boy or girl.

PROBLEM AREA	PROBLEM NUMBERS	CIRCLE ONE
HPD		boy girl
S		boy girl
HF		boy girl
MWF		boy girl
BG		boy girl
PG		boy girl
SC		boy girl

DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

---

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough

6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books

11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad

16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family

21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do

26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better

31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do

36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good-looking

41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing

46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me

51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money

56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date

61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends

66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control

---

71. Not eating the right food
72. Often not hungry for my meals
73. Overweight
74. Underweight
75. Missing too much school because of illness

76. Not spending enough time in study
77. Too much school work to do at home
78. Can't keep my mind on my studies
79. Worried about grades
80. Not smart enough

81. Being treated like a small child at home
82. Parents favoring a brother or sister
83. Parents making too many decisions for me
84. Parents expecting too much of me
85. Wanting things my parents won't give me

86. Restless to get out of school and into a job
87. Not knowing how to look for a job
88. Needing to find a part-time job now
89. Having less money than my friends have
90. Having to work too hard for the money I get

91. Nothing interesting to do in my spare time
92. So often not allowed to go out at night
93. Not allowed to have dates
94. Wanting to know more about girls
95. Wanting to know more about boys

96. Wanting a more pleasing personality
97. Being made fun of
98. Being picked on
99. Being treated like an outsider
100. People finding fault with me

101. Not having as much fun as other kids have
102. Worrying
103. Having bad dreams
104. Lacking self-confidence
105. Sometimes wishing I'd never been born

106. Often have a sore throat
107. Catch a good many colds
108. Often get sick
109. Often have pains in my stomach
110. Afraid I may need an operation

111. Don't like school
112. School is too strict
113. So often feel restless in classes
114. Not getting along with a teacher
115. Teachers not practicing what they preach

116. Being criticized by my parents
117. Parents not liking my friends
118. Parents not trusting me
119. Parents old-fashioned in their ideas
120. Unable to discuss certain problems at home

121. Choosing best subjects to take next term
122. Deciding what to take in high school
123. Wanting advice on what to do after high school
124. Wanting to know more about college
125. Wanting to know more about trades

126. No place to entertain friends
127. Ill at ease at social affairs
128. Trouble in keeping a conversation going
129. Not sure of my social etiquette
130. Not sure about proper sex behavior

131. Awkward in meeting people
132. Wanting to be more like other people
133. Feeling nobody understands me
134. Missing someone very much
135. Feeling nobody likes me

136. Being careless
137. Daydreaming
138. Forgetting things
139. Being lazy
140. Not taking some things seriously enough

HPD

141. Can't hear well
142. Can't talk plainly
143. Trouble with my eyes
144. Smoking
145. Getting tired easily

176. Nose or sinus trouble
177. Trouble with my feet
178. Not being as strong as some other kids
179. Too clumsy and awkward
180. Bothered by a physical handicap

S

146. Textbooks hard to understand
147. Trouble with oral reports
148. Trouble with written reports
149. Poor memory
150. Afraid to speak up in class

181. Dull classes
182. Too little freedom in classes
183. Not enough discussion in classes
184. Not interested in certain subjects
185. Made to take subjects I don't like

HF

151. Family quarrels
152. Not getting along with a brother or sister
153. Not telling parents everything
154. Wanting more freedom at home
155. Wanting to live in a different neighborhood

186. Clash of opinions between me and my parents
187. Talking back to my parents
188. Mother
189. Father
190. Wanting to run away from home

MWF

156. Needing a job during vacations
157. Needing to know my vocational abilities
158. Needing to decide on an occupation
159. Needing to know more about occupations
160. Wondering if I've chosen the right vocation

191. Afraid of the future
192. Not knowing what I really want
193. Concerned about military service
194. Wondering if I'll ever get married
195. Wondering what becomes of people when they die

BG

161. Not knowing what to do on a date
162. Girl friend
163. Boy friend
164. Deciding whether I'm in love
165. Deciding whether to go steady

196. Learning how to dance
197. Keeping myself neat and looking nice
198. Thinking too much about the opposite sex
199. Wanting more information about sex matters
200. Embarrassed by talk about sex

PG

166. Getting into arguments
167. Getting into fights
168. Losing my temper
169. Being stubborn
170. Hurting people's feelings

201. Being jealous
202. Disliking someone
203. Being disliked by someone
204. Keeping away from kids I don't like
205. No one to tell my troubles to

SC

171. Feeling ashamed of something I've done
172. Being punished for something I didn't do
173. Swearing, dirty stories
174. Thinking about heaven and hell
175. Afraid God is going to punish me

206. Sometimes lying without meaning to
207. Can't forget some mistakes I've made
208. Can't make up my mind about things
209. Afraid to try new things by myself
210. Finding it hard to talk about my troubles

TOTAL

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on page 5.

QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.

2. Would you like to spend more time in school in trying to do something about some of your problems?

3. Would you like to talk to someone about some of your problems?

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FILMS AND FILMSTRIPS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961, and Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1962.

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*Recommended for use by pupils

Making and Keeping Friends

Substance of the Topic

The activities in this topic are designed to introduce the normality of the desire for social approval--one of everyone's basic needs, unrecognized usually as such at this grade level, but functioning nevertheless. After brief introductory activities the study of this urge is particularized in the area of social skills.

Methods Proposed

Inventory by completing questions, discussion, role playing, and other methods as needed.

Materials Needed

Mimeographed sheets for "Characteristics I Like" and reference pamphlets for pupils.

Introduction of the Topic

If some local social situation, either future or past, does not provide discussion topics for introduction of this subject, the following questions may serve the introductory purpose:

Why do young people try to attract attention to themselves?

In what ways do they attempt to attract attention?

Suggested Activities (Three areas are proposed.)

Reorganizing Our Social Needs

1. The group may discuss such topics as the following and enlarge the exchange accordingly.

   We all have a need to be recognized and accepted by others.
   We all have a need to be approved by others.
   We all have a need to be liked by others.

   Pupils may suggest other basic social needs and give examples of behavior indicating a seeking of the satisfaction of these needs. At the close of this discussion, the teacher may ask about the different things pupils do or say which makes others like them. The teacher may suggest a class survey and provide pupils with a copy of the "Characteristics I Like" form. Space is provided on the form for two statements of likes and dislikes to be made about boys and girls. Each pupil should try to complete all of the sentences.

Pupils do not put their names on the form, but circle the word Boy or Girl.

Characteristics I Like

Check one: I am a (boy, girl).

About Boys

Characteristics I like in boys ______________________________

____

Characteristics I don't care for in boys ______________________

____

About Girls

Characteristics I like in girls ______________________________

____

Characteristics I don't care for in girls _____________________

____

After pupils have completed the sentences, the forms may be collected and the responses tabulated. The class may be given the problem of deciding on how this work should be performed. Separate distributions may be made by subgroups showing the likes and dislikes of boys and girls in others. The class may now discuss and summarize the findings of the survey.

Subgroups may develop skits to illustrate particular behavior which pupils like and dislike in others as shown by the survey.

Cartoons and posters may be drawn to illustrate data from the class survey.

Panel discussion may be held by representatives from the subgroups to discuss similarities or differences in likes.

2. The class may view and discuss the film You and Your Friends.

3. Pupils may copy the seven rules given below for making and keeping friends. Then the teacher may read each situation listed below the rules to the class or have the pupils act them out. Pupils may then select which of the rules was followed or violated.

Rules

Do not laugh at the mistakes of others.
Compliment a person for something done well.
Do not make fun of the way others dress.
Give the other person a chance to show what he can do.
Don't act as though you feel you are better than others.
Be dependable--do what you say you will do.
Don't be bossy.

Situations

George: "I'm the best basketball player on this team, and I'm not having any fun playing with the rest of you. You are all lucky to be on the same team with me."

Mary: "Lucy, if you want to go to the show with me you had better not wear green socks with blue shoes. It looks terrible. Take them off right now."

Bill: "Tom, would you like to sing that western song that you sang at the school assembly for these people? Tom has a wonderful voice."

Betty: "This is my birthday party, and if you don't want to play this game you can go home."

Donald: "I know I'm late for club meeting, and I didn't bring the cookies because I had to use the money to pay a fine for my books at the library."

Barbara: "Oh, look at Mary! She is eating her pudding with a fork and part of it fell on the floor."

Pupils may construct similar additional situations.

4. The class may list character traits brought to mind by each of the following.

   "A man's best friend is his dog."
   "Fair weather friends."
   "A friend in need is a friend indeed."
   Will Roger's remark, "I never met a man I didn't like."
   "Friends are as precious as jewels."
   "Grandstand player."

5. The class may suggest and list on the chalkboard one-word adjectives describing a friendly person and other single-word adjectives describing an unfriendly person. Using these single words, the class may draw cartoons and posters illustrating these words. These cartoons and posters may be displayed throughout the class and the school.

6. A pupil may describe some incident in his life which led to a dispute or argument with another person. Then the class may question this pupil about the incident to bring out the reasons for the argument or dispute and discuss these disputes.

7. A discussion may be conducted regarding this situation: Mary Martin is a new student in class. Mary is asked to join the social committee to help plan for a dance coming soon. She refuses and answers, "Dances and clubs are for squares." Mary Martin is a quiet girl and doesn't mix well with the other members of her class but is often seen coming to and going from school with a girl several years younger than she.

   What causes Mary's behavior? Does she really dislike dances and clubs? What can be suggested for Mary?

8. The following terms may be listed on the board: manners--good looks--neatness--cheerfulness--not a "show-off"--sportsmanship--cleanliness--sense of humor--friendliness.

   A poll of the class may determine which of these traits is most important in making a boy or girl popular with others. Students may compile the results of this poll and discuss them.

9. To stimulate discussion, one of the following statements may be listed on the board:

   Girls are more courteous than boys.
   Adults are more courteous than youngsters.
   Teen-agers are usually discourteous.

   These statements are presented in an affirmative way, but by no means are necessarily true. Discussion on these points may be introduced by a student, and a secretary may record statements made.

Acquiring Social Skills

Introductions

1. The class may view the film Introductions. If the film is not available, the teacher or a pupil may demonstrate the proper way to make introductions in the following situations.

   You are in the store with your mother and you meet two classmates.
   Your father comes to school to meet the principal and your teachers.
   Your class friends call for you at your home.
   You are asked to introduce the principal at a school assembly.
   A new student sits down next to you.

Afterward, pairs of pupils may practice these situations and then draw cartoons or posters to illustrate the proper techniques.

Telephone Courtesy

2. The teacher or pupils may demonstrate the proper way to make telephone calls in the following situations.

   You are calling your friend; his mother, Mrs. Jones, answers the phone.

   It is now 7 p.m. and as you glance at the phone at your friend's home you are reminded of the call you promised to make to a club member about the meeting for tomorrow!

Etiquette Do's and Don't's

3. This activity concerns situations where good etiquette is necessary and expected. The class may be divided into committees, who are to list five do's and don't's in etiquette for one of the following situations: in the classroom, in the hallway, in the library, at the dinner table, in the lunchroom, in the principal's office, in conversation with several friends, at a party, in the car, in an office while applying for a part-time job, in the drug store, in the gym, at a student council meeting.

   Cartoons may be drawn to illustrate the do's and don't's. Dramatizations of these would be the next logical step.

Courtesy in Speech

4. The following situations may be read to the class:

   The teacher asked Jack to pick up some scraps of paper from the floor. Jack said, "But I didn't throw them down there."

   Bill's mother asked him to stay home this evening to meet his father's friend. Bill replied, "Oh, who wants to meet him, anyway?"

   When Bill was introduced to his father's friend, he said, "Hi ya."

   Jane said, "Doesn't that new girl have a terrible haircut?"

   The class may be asked the following questions: What can you say about these answers? What would have been a more courteous answer in each case?

Table Manners

5. Pupils may list two mistakes they have seen boys and girls make in eating and behaving at dinner time. These may be discussed in class.

6. The class may discuss proper use of such terms as breakfast, brunch, lunch, luncheon, dinner, and supper.

7. Diagrams of proper table settings may be displayed, and pupils may cut out dishes and silverware for use in practicing simple settings.

8. Pupils may make a list of different foods on the chalkboard. For each food listed, they may discuss the proper silverware to use in eating the food and special etiquette problems associated with some foods.

9. Under the supervision of the teacher, pupils may sit at a simulated table arrangement and pass books or other similar objects for trays of food, salt, and other dishes while practicing appropriate expressions and courtesies. If a more realistic setting is possible, it makes an even better learning situation.

Planning for Graduation

1. Using the local school's program of graduation festivities as a basis, pupils may discuss the application of previously developed ideas about social behavior in terms of the festivities.

2. Pupils may dramatize good manners to be used at the graduation dance, the picnic, the ceremony.

3. Pupils may dramatize introduction of parents to persons at the school on graduation day.

4. Pupils may discuss "thank you" notes and verbal acknowledgments.

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*Recommended for use by pupils

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Acts of Courtesy. Young America Films Inc., 1954. 10 min. b&w (X-A-166).

Beginning to Date. Encyclopaedia Britannica Films, Inc., 1953. 12 min. b&w (X-B-93).

Date Etiquette. Coronet Films, 1952. 10 min. b&w (X-D-55).

Good Sportsmanship. Coronet Films, 1950. 10 min. b&w (X-G-51).

Good Table Manners. Coronet Films, 1951. 10 min. b&w (X-G-50).

How Friendly Are You? Coronet Films, 1951. 10 min. b&w (X-H-62).

How We Cooperate. Coronet Films, 1950. 10 min. b&w (X-H-59).

Making Friends. Encyclopaedia Britannica Films, Inc., 1952. 10 min. b&w (X-M-182).

Mind Your Manners. Coronet Films, 1952. 10 min. b&w (X-M-150).

Social Courtesy. Coronet Films, 1951. 10 min. b&w (X-S-124).

Ways to Better Conversation. Coronet Films, 1950. 10 min. b&w (X-W-56).

FILMSTRIPS

The filmstrips which follow are listed in Approved List of Filmstrips for Elementary and Secondary Schools, Chicago Board of Education, 1962.

Adventures in Personality Development. International Film Bureau. color (1126).
"Ellen Earns a Bicycle"
"Janet Finds a Friend"
"Michael Finds a Better Way"
"Andy Cleans Up"
"Alan Mends His Manners"
"Linda Learns about Courage" $6.00 each.

Developing Social Maturity. National Forum. b&w (1130).
"Give Your Friends a Break"
"Last Minute Date"
"Little Big Shot" $3.50 each.

Developing Your Personality. Carpenter Visual Service. color (1122).
"Thinking for Yourself"
"More Than One Friend"
"Trying New Things"
"Leaders and Followers"
"Promises Are Made to Keep"
"Enjoying Today" $6.00 each.

Etiquette. Visualcraft, Inc. b&w (1124).
"Class Parties"
"School Plays and Concerts"
"Etiquette in Public"
"School Assemblies"
"Etiquette at Home" $6.00 each.

Living with Adults

Substance of the Topic

Most teen-agers have attitudes toward adults which make it either easy or difficult to live with adults. The class may learn about their attitudes and problems from these activities.

Proposed Methods

Inventory, discussion, dramatization, and others as the activities require.

Materials Needed

Mimeographed copies of the completion form for the first activity.

Introduction of the Topic

Such questions as the following may serve to introduce the topic:

> Would the rules for getting along with adults be different from rules for getting along with teen-agers?
>
> Is it harder to get along with adults than with people of your own age? Why or why not?

Suggested Activities

1. Pupils may complete the following questionnaire, keeping in mind that, although they may be thinking of a certain adult rather than all adults, they should not put that information in the sentence.

Instructions:

Check one: I am a (boy, girl).

Finish each sentence with a few words to make the sentence complete.

(a) I wish that adults would let me

____

____

(b) I wish that adults would give me

____

____

(c) I wish that adults would tell me

____

____

(d) I wish that adults would stop

____

____

(e) I wish that adults would remember

____

____

After all of the pupils have completed their sentences, the forms may be collected. The sentences may then be tabulated by a committee for the next class meeting. Separate distributions may be made of the attitudes mentioned by boys and girls as well as by the total class. This committee may then report its findings to the group by listing the tabulations on the blackboard and explaining the data. Class discussion may then proceed regarding the report of the committee. The teacher and the class may try to classify the problem into several categories.

2. If there is sufficient interest in this area of attitudes toward adults, the class may wish to organize for further activities on the basis of similar problems or categories of problems. Small groups or individual pupils may then carry out some of the following activities.

   find pamphlets and books to read relating to the problems in which they are interested

   draw cartoons or posters to illustrate important and typical problems young people and parents have in family living

   prepare skits and act them out for the group to illustrate typical problems followed by class discussion of what they have seen

   interview other youngsters, using a checklist based on the class survey to learn what problems other young people have and how they feel about them

   prepare an incomplete sentence form for parents or teachers to fill out about youth listen to radio and watch television programs related to parents and teen-ager problems and report to the group about them

keep a scrapbook of clippings from magazines and newspapers

have a parent-youth panel discussion on problems

write a few rules that apply to their own situation for getting along with adults at home and at school

view a film on family life and discuss it in class.

3. Pupils may complete the following activities where there appears to be a need for better family relationships.

Appoint a class chairman and have each class member contribute one thing which a brother or sister does to irritate him. Write these at the board and discuss the importance of these things. The objective of this activity is for class members to see that many of the problems they have with their brothers and sisters are similar to those of all boys and girls of their age. The students can then decide on ways to create more harmony among family members.

Read and discuss the following situation to the class.

> Jane never brought anyone to her home because she was ashamed of it. Her mother worked full-time and had little time for the housework. Jane stayed away from home as much as possible. Her younger brother had been asking her for help in reading, but she responded, "Go ask your mother." When Jane did stay home, she did nothing but watch television and she rarely ever spoke to the other family members. She claimed that no one understood her and that her two brothers and two sisters were too "pesty."
>
> Would you say Jane is contributing to the harmony of her family? What could she have done to help her busy mother? What does it mean to say Jane is immature?

Discuss the marks of a good family member, reading the following statements in class.

> I try to smile and be cheerful.
>
> I share my troubles and joys with my family.
>
> I do my work around the home and rarely complain.

I like to be with my family as much as possible.

I like to have my meals with my family.

I am proud of my family and our home.

I assist my brothers and sisters in understanding their schoolwork.

I show my appreciation to my parents, brothers, and sisters.

I avoid teasing my family members.

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FILMS AND FILMSTRIPS

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Obligations. Encyclopaedia Britannica Films Inc., 1950. 17 min. b&w (Chicago Schools Division of Visual Education: X-0-25).

Parents Are People Too. McGraw-Hill Book Co., 1954. 16 min. b&w (Chicago Schools Division of Visual Education: X-P-110).

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*Recommended for use by pupils

UNIT III

DISCOVERING MORE ABOUT OURSELVES

Purpose

The title of this unit includes the word more because Unit II also involves self-discovery and self-evaluation; Unit III is of one's personal characteristics. In this unit, too, self-evaluation is related much more to school work and its influence on one's vocational future. This unit may be timed to coincide with the testing program in eighth grade and should precede the unit on educational and vocational opportunities.

Before getting into the subject of this unit, it may be well to review some of the other topics from Units I and II. In particular, "Getting the Most Out of Learning" and "Exploring Our Problems as Teen-agers" may be emphasized.

Discussion Questions to Initiate Unit

1. What are interests and what are abilities?
2. How do interests and abilities differ?
3. How do our interests and abilities influence our vocational aspirations?
4. Is it possible to change our interests and our abilities?
5. Can we measure our interests and abilities?

Exploring Our Interests

Substance of the Topic

By use of an inventory, pupils gain both an awareness of their own interests and a knowledge of interest as an influential factor in individuality. Informal measures are appropriate because of the maturity level of the pupils and the relationship of interests to maturity.

Proposed Methods

Discussion, completion, and interpretation of an inventory; others as indicated in specific activities or as developed by the teacher.

Materials Needed

Sufficient quantities of any of the following inventories for class use:

"Interests and Activities Form", from the California Test of Personality--Elementary (Board of Education Order Number 3-729) (See pp. 75-76.)

Interest Blank (Bureau of Child Study, Chicago Public Schools) (See pp. 77-80.)

Kuder Book List.

Introduction of the Topic

Best results from inventories will be obtained if the pupils fill them out with a minimum of prior class discussion. However, a few remarks are appropriate to stimulate pupils' responsiveness.

Suggested Activities

1. Pupils may fill out the inventory selected and score it by counting the L's and D's as indicated below.

   For the California form: After all of the pupils have finished, they should enter their choices on the tally sheet, counting those marked L and D together; L's only; D's only; and the items not marked.

   For the Interest Blank from the Bureau of Supplies: Each pupil may count the different letter classifications used and place the totals on page one of the blank opposite each of the lines of instruction. Under question three on page three in the Interest Blank, discussion may be conducted regarding pupils who have made up their minds and those who have not. The teacher may point out that it is desirable to think in terms of general fields rather than specific occupations at this stage of planning and that some time will be devoted to occupations in the next unit. Class discussion may be stimulated to reveal kinds of interest and breadth of interests in reading from questions four and five, page three.

Similar class discussion can be developed out of the responses to questions seven, eight, and eleven on page four.

Results of inventories may be tallied on the board and distribution of scores within the class may be discussed.

2. A class or committee discussion may be conducted on the relationship of experiences to the development of interests. Individual pupils may try to trace the development of their current interests. Pupils may try to indicate the particular experiences most influential in leading to the development of a strong current interest in some hobby or recreational activity. Instead of discussion, short essays may be written and then read to the class. Teachers may point out school opportunities for developing interests.

3. Interests may be related to careers by further class discussion. Pupils may read and report on biographies, showing the relation of early interests and subsequent careers. The teacher may suggest a list of readings in this area. Other students may interview adults in their families or community to elicit information on the relation of early interests and careers.

4. The topic of interest patterns and careers may be introduced, showing how combinations of interests as well as single area interests may be used in career planning. The Kuder classification of interests may be introduced. The teacher may want to use illustrations from Kuder Preference Record--Vocational Manual and use the Kuder book list for suggested readings.

5. The "tryout" concept may be developed by having each pupil select a book or an activity from a field in which he is presently not interested. Each may report on his continued lack of interest or change of attitude.

6. Since interests are a matter of experience and since measurable preference depends upon a degree of maturity, "flat" profiles can be expected from many students. Discussion of this and choice of exploratory activities by individuals should prove helpful.

7. Pupils should be provided with the opportunity to summarize their findings about their own interests and their plans to explore certain of these findings further.

First look at each thing to do in this test. Make a mark under the L for each thing that you like or would very much like to do. Then make a mark under the D for things you really do. Sometimes you may mark both the L and the D, and sometimes, neither of them.

INTERESTS AND ACTIVITIES

No.	L	D	Activity
1.			Play the radio
2.			Read stories
3.			Go to movies
4.			Read comic strips
5.			Work problems
6.			Study history
7.			Study science
8.			Study literature
9.			Do cross-word puzzles
10.			Study trees
11.			Study birds
12.			Study animals
13.			Study butterflies
14.			Draw or paint
15.			Work in laboratory
16.			Model or design
17.			Do housework
18.			Sing
19.			Play piano
20.			Make a scrapbook
21.			Keep a diary
22.			Write poems
23.			Speak pieces
24.			Play instrument
25.			Visit museums
26.			Collect stamps
27.			Collect coins
28.			Collect autographs
29.			Collect pictures
30.			Use a camera
31.			Sew or knit
32.			Repair things
33.			Make boats
34.			Make airplanes
35.			Make radio
36.			Work with tools
37.			Have a garden
38.			Drive automobile
39.			Play with pets
40.			Raise animals
41.			Go fishing
42.			Climb or hike
43.			Skate
44.			Ride a bicycle
45.			Ride a horse
46.			Practice first aid
47.			Play cards
48.			Play dominoes
49.			Play checkers
50.			Play chess
51.			Go to church
52.			Go to Sunday School
53.			Belong to a club
54.			Belong to YMCA or YWCA
55.			Go to parks
56.			Engage in sports
57.			Go to a circus
58.			Sing in a chorus
59.			Sing in a glee club
60.			Belong to a gang
61.			Play ping pong
62.			Play croquet
63.			Play ball
64.			Play tennis
65.			Go hunting
66.			Go riding with others
67.			Play in a band
68.			Play in an orchestra
69.			Go to church socials
70.			Go to parties
71.			Go to dances
72.			Be officer of a club
73.			Be a class officer
74.			Go camping

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Tally for Interests and Activities Blank

Items Marked	From #1 - #46	From #47 - #74	Total #1 - #74
Both Like and Do	______	______	______
Only L (Like, not Do)	______	______	______
Only D (Do, not Like)	______	______	______
Not marked (neither Like nor Do)	______	______	______
TOTAL	46	28	74

Are there any things that you like or do that are not printed on the Interests and Activities form? List them.

____

____

____

Discussion Questions for Interests and Activities Blank

What is the main difference between items 1-46 and items 47-74?

Which of the things that you like could you learn about and do in high school?

How can you summarize your interests and activities as shown by your responses to this form?

COUNSELOR'S NOTES

(C. St. 11)

INTEREST BLANK

CHICAGO PUBLIC SCHOOLS
Bureau of Child Study
Room 724

Name................................ (Last) .... (First) .... (Middle) ....Age....................Grade..........

Date.. Are you a boy or girl?..........................

DIRECTIONS:

1. **Below are several different kinds of things to do. On the line BEFORE each one, put a letter to show how well you like to do that kind of thing.**

If you **like it very much,** mark it with a **capital L.**

If you **like it fairly well,** mark it with a **small l.**

If you **neither like nor dislike it, mark it N.**

If you **rather dislike it,** mark with a **small d.**

If you **dislike it very much,** mark it with a **capital D.**

If you **have never done it and know nothing about it,** mark it **O.**

..................General reading (books, magazines, newspapers)

..................Sewing

..................Cooking

..................Working with tools or machinery

..................Going to school

..................Going to parties

..................Hiking in the country

..................Taking walks around town

..................Playing with boys

..................Playing with girls

..................Playing indoors

..................Playing outdoors

..................Playing with several other persons

..................Playing with one other person

..................Playing alone

..................Playing make-believe games, or making up stories about yourself

..................Playing cards

..................Boxing or wrestling

..................Going for automobile rides

..................Going to the movies

..................Taking care of little children

..................Taking care of pets

..................Taking care of garden

..................Helping your mother

..................Helping your father

..................Being with grown people

..................Being with children of your own age

..................Being with younger children

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2. This is a list of subjects studied in school. You are to mark them just as you did the first list.

Put a **capital L** before each subject you **like very much.**

Put a **small l** before each subject you like **fairly well.**

Put an **N** before each subject you **neither like nor dislike.**

Put a **small d** before each subject you **rather dislike.**

Put a **capital D** before each subject you **dislike very much.**

Put an **O** before each subject you **never studied.**

ART, ETC.

..................Drawing (free hand)
..................Modeling
..................Music (instrumental)
..................Music (singing)
..................Painting, water colors, etc.

ENGLISH

..................Composition
..................Debating or speaking
..................Dramatics
..................Grammar
..................Literature
..................Penmanship
..................Reading
..................Spelling

HISTORY

..................Ancient or medieval
..................Civics or Citizenship
..................United States history

FOREIGN LANGUAGE

..................French
..................German
..................Latin
..................Spanish
..................Swedish or Norwegian

MATHEMATICS

..................Algebra
..................Arithmetic
..................Geometry
..................Trigonometry

SCIENCE

..................Botany
..................Chemistry
..................General science
..................Geography
..................Nature study
..................Physical Geography
..................Physics
..................Physiology or hygiene
..................Zoology

PRACTICAL SUBJECTS

..................Agriculture
..................Bookkeeping
..................Cooking
..................Manual drawing
..................Mechanical drawing
..................Sewing
..................Shop work, tools, etc.
..................Typewriting

PHYSICAL EDUCATION

..................Folk dancing
..................Games and sports
..................Military training
..................Physical training

3. Have you made up your mind what occupation you would like to follow when you grow up?
....

If so, write it here...

If you could not do that, what other kind of work would you like?.....................
....
....

If you have not yet made up your mind what you would like to do, write here the names of any occupations you think you might like...
....
....

4. Here is a list of different kinds of reading. Mark them just as you did the others.

Put a **capital L** before each kind of reading you **like very much.**
Put a **small l** before each kind you **like fairly well.**
Put an **N** before each kind you **neither like nor dislike.**
Put a **small d** before each kind you **rather dislike.**
Put a **capital D** before each kind you **dislike very much.**
If you **have never done that kind of reading,** mark it **O.**

....................Fairy stories
.... Love stories
....................Stories of home life
....................Adventure stories
....................Travel stories
....................Detective stories
....................Book of Knowledge
....................Encyclopedias

....................Bible
....................Poetry
....................Plays
....................Essays
....................Biography
....................Current events
....................History
....................Politics

....................Business
....................Garden books
....................Housekeeping books
....................Inventions
....................Electricity
....................Machinery
....................Nature study

5. What newspapers, if any, do you read?...
....

What magazines do you like to read?..
....
....

What books have you read lately?...
....
....
....

Draw a line under the name of the book you like best.

6. Read these questions, and **draw a line under the right answer:**

Do you read story books, **very much, occasionally, very seldom, not at all?**
Do you go to the movies **very often, once in a while, very seldom, not at all?**
Do you study your lessons at home **every day, once in a while, not at all?**
Do you work to earn money **every day, once in a while, not at all?**
What kind of work do you do?..
Do you work around the home **very much, once in a while, very seldom, not at all?**
Do you play out-of-doors, (not counting play at school) **very much, occasionally, very little, not at all?**

7. Name all the collections you have made, tell how old you were when you made the collection, and tell how large it was.

Things Collected	Your Age at That Time	About How Many in the Collection?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

8. What have you made, invented, or constructed yourself? (Examples: built a canoe, made a dress, wrote a poem, set up wireless outfit, etc.)

Things Done	Your Age at That Time	Was It Very Good, Fairly Good, or Poor?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

9. Do you have a workshop?..

What do you do or make in it?..

10. Name all the offices, positions, and honors you have ever held. (Examples: class officer, Sunday School officer, scout officer, actor in plays, scholarship prize or honor, member of band, orchestra, debating team, athletic team, school committee, etc.

Position or Honor	Your Age at That Time
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

11. Suppose a fairy were to grant you three wishes. What would your wishes be?

1. ....

....

2. ....

....

3. ....

....

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Discovering Our Abilities

Substance of the Topic

The purpose of the study of this topic is to help students acquire a realistic appraisal of their abilities and to assure a positive and motivating personal interpretation of the information. Even though the school or teacher may have adequate information about the pupils, the communication of it to them often presents problems. The question of readiness is particularly relevant in this type of learning situation, and teaching must start from the point where it can be accepted as well as understood by the learner.

In this topic also, we want to be as certain as possible that the interpretation made of this knowledge will lead to positive feelings and decisions.

There is no substitute, of course, for good judgment in deciding the method and the kind of information to be imparted to a given individual or class. However, there are certain preparatory experiences which will help increase the chances that the teacher will be successful in this task. The teacher will want to use as many of these as are necessary for his class and to develop each activity to the extent deemed advisable for the situation at hand.

Proposed Methods

Discussion, interpretation of data, interviews, conferences, and other methods as particular activities require.

Materials Needed

Mimeographed check lists for occupational interviews and mimeographed Interest and Ability Profiles.

Introduction of the Topic

In view of the content of this topic, the counselor may find it advisable to use a modified lecture technique in introducing the basic concepts. Comprehension of definitions will be essential, but need not be exhaustive at this point. In presenting the following material, teachers may want to base it upon the recall by the class of past test experiences or upon a few games or puzzles which utilize such various intellectual abilities as crossword puzzles or jigsaw puzzles.

This material is presented here to assist counselors and group guidance teachers in explaining the testing program of Chicago public schools to the pupils. It is separated into three sections: mental ability testing, achievement testing, and test results.

The explanation of the testing program should take place, whenever possible, in group guidance sessions. Certainly, all pupils involved in the program should be given the opportunity to see and understand why a testing program is provided and what it involves.

When giving test scores to pupils after the results of the school testing program have been compiled, group guidance sessions may be used for the interpretation and explanation of the scores and norms. Simply giving test scores to the pupils without interpretation is not adequate. Brief definitions of frequently used norms are given here as part of the information on tests.

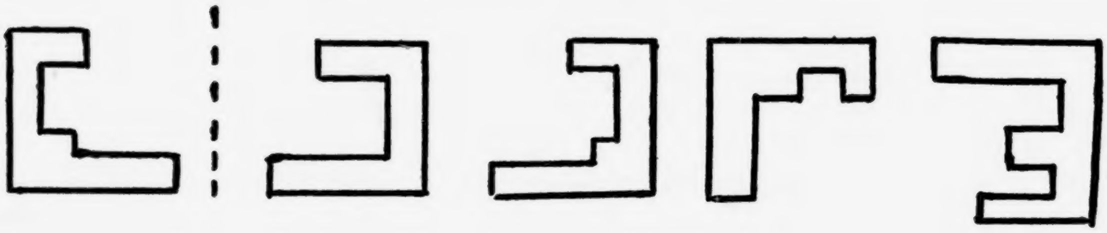
I. Mental ability testing program

The school learning ability or mental ability testing program is uniform throughout Chicago public schools and provides testing in first, third, sixth, eighth, ninth, and eleventh grades.

A. Mental ability tests

The mental ability tests given are divided into four main sections. Below are illustrative test items very similar to those items found on mental ability tests given in Chicago public schools.

1. Spatial relationship is the ability to see relationships between objects in space and to recognize both differences and similarities. In the row below, the pupil is to select the one drawing which is a different view of the first drawing:



2. Logical reasoning is the ability to make decisions based on simple situations involving a choice among alternatives and the drawing of conclusions from given premises. In the item below the pupil is to select the correct logical response:

All rectangles have four sides.
This figure has more than four sides.

Therefore:

(a) It is a circle.
(b) It is not an octagon.
(c) It is not a rectangle.

3. Numerical ability is the ability to work with figures and do simple computations as well as draw inferences and reach correct conclusions. In item (a) below find the number which does not belong. In (b) below find the correct answer by subtracting.

   (a) 26 25 23 22 20 19 18 16

   (b) 3/4 — 1/4 = 1/4, 1/2, 1?

4. Verbal concepts involve the ability to understand the meaning of words. This ability is needed to learn from reading and listening and to express oneself in talking and writing. It is apparent that this ability is important for learning many school subjects and that much of what a pupil learns in school improves his verbal ability. The pupil is to indicate which word, in the test item below, means the same or about the same as the first word:

   Crease (1) fold (2) cut (3) tear (4) crumple.

   The pupil is to indicate which word completes the relationship correctly in the test sample below:

   Light is to dark as pleasure is to:

   (1) picnic (2) day (3) pain (4) night.

B. Mental ability development

The development of mental ability begins long before a child enters school. This ability matures and increases somewhat each day, but the changes cannot be measured in a short period of time. These increases depend upon two things:

heredity--those characteristics passed on or inherited from parents

environment--the surroundings which influence the development of the initial ability.

Note: More complete explanations of mental ability may be found in the suggested books and booklets at the end of this topic.

II. Achievement testing program

Achievement testing is programed in Chicago public schools at the same time as mental ability testing. The achievement tests used are uniform from school to school. The battery of tests given is quite comprehensive and tests learning in most subject matter fields.

An achievement test differs from a mental ability test in that the former tests learnings stressed in the classroom; it provides information on how much a child has learned, not a child's capacity to learn. While achievement tests compare a pupil's performance with his grade level in school, the mental ability tests compare a pupil's performance to his age.

The significance of achievement test results become increasingly valuable when compared with the results of mental ability tests. The mental ability tests examine a child's potential; achievement tests seek to determine the realization of this potential.

III. Test results

Test results returned to the school are given in the form of norms. One of the newest types of norms is the stanine; use of it is recommended in interpreting the results of tests to pupils. Briefly, definitions of the three most frequently used norms follow.

A. Grade scores

Grade scores express the results of achievement tests in terms of grade level achievement. A grade level test score indicates the grade level of achievement in a subject and should be compared to the actual grade the child is in for meaningful knowledge.

B. Percentiles

Percentiles express the pupil's relative position among pupils of his own grade or age level. Pupils are ranked according to their ability on a scale reaching from one to ninety-nine, the latter being the highest.

C. Stanines

Stanines express standard scores on the basis of a nine-point scale and indicate the deviation from the average score on a normal curve. Nine is the highest.

Suggested Activities

1. Each pupil (or a committee) may interview a working adult (librarian, store clerk, butcher, pharmacist, physician, dentist, shoe salesman, principal, school clerk, engineer, or other) who is successful in some occupation and determine the importance of the abilities needed in this type of work. (A committee may develop a checklist for the occupational interview.)

Before the activity is undertaken, careful preparation must be made for it. The checklist should be examined by pupils, and the teacher should explain its use. The etiquette of the interview should also be discussed with the pupils, including such points as the following:

> Obtain permission to interview and set a time and date with the person to be interviewed. Indicate purpose of interview, the kind of information to be obtained, the amount of time that will be required, and what you expect to do with the information.
>
> Be considerate of the time of the person being interviewed. Do not use the situation for a social visit.
>
> Terminate the interview by expressing appreciation for the opportunity.

The above points may be practiced by having pairs of students go through the procedure of obtaining permission and closing the interview. Pupils should become familiar with the terms interviewer and interviewee.

Methods of conducting the interview should also be discussed and demonstrated. Different styles of interviewing with the checklist may be illustrated by class members interviewing each other in front of the group. After the illustrations, the teacher and class may discuss the situations they have observed and develop a few rules for conducting an effective interview. It should be noted that the pupil is not obtaining information about the interviewee's abilities but about the abilities required by the occupation. Pupils should try to present a neutral attitude during the interview regarding the information being obtained.

2. Results of the interviews may be explored in the following activities:

> After the pupils have conducted the field interview, the total data collected may be tabulated on a blank checklist or on the chalkboard by a show of hands for each item on the checklist. A discussion of the results of this tabulation should follow.
>
> Pupils who interviewed different individuals in the same occupation may meet to discuss similarities or differences in the information obtained and may then report their findings to the class.
>
> Individual pupils may exchange checklists or report on some interesting aspect of their interview to the class or to their committee.
>
> The class or a committee may prepare a report for the school newspaper or prepare posters for a presentation at a school assembly.

3. Each pupil may complete the Interest and Ability Profile form (See page 88.) The teacher will supply information to pupils individually with respect to the four starred items. As mentioned earlier, good judgment is invaluable in making decisions about the kind of evaluation to be given to pupils of their school abilities. There are several immediate considerations: Should the relative abilities of the group be considered? How do the individual's abilities compare with his achievement? What present conception of his abilities does this youngster have? Each of these questions and the answers to them suggest certain approaches to the problem of interpreting test scores to pupils. Perhaps even more basic than these questions are certain fundamental concepts of test construction and testing theory. The discussion below may serve as a rationale for developing some principles of interpreting mental ability and achievement scores to pupils, and it may indicate desirable limits to use in categorizing abilities.

Evaluation of Mental Ability and Achievement Scores

Different tests, different forms of the same tests, and even the same form of a given test will give differing results from time to time. There are several possible reasons for these differing results. In a mental ability test, since the number of items which might be used to sample this ability is almost infinite, a selection must be made which will cover different types of mental ability and be equally fair to all pupils. Because mental ability is a rather broad type of ability, it is not an easy thing to measure reliably. However, within certain broad limits, these tests are fairly accurate and reliable.

Another reason for variability of test scores is that the individual and the conditions of testing may change from one period to another. Despite what is reported about the constancy of the I.Q., we must remember that the generalization is not true of every individual case. In addition, the motivation of the pupil may not be the same on different testing dates. Since any test gives us only an estimate of the thing we are trying to measure, precise values should be regarded as true only of that test on that date and as subject to an equally precise error or measurement which is inherent in the test results.

Guides to Interpretation

In view of the above limitations of test results it is advisable to base interpretation on the results of several tests rather than on one test. If the latest mental ability test score is consistent with earlier tests there is an increased possibility that the results are accurate.

Interpretation should start with the complimentary items and move to the less complimentary. The abilities which the pupil has rated himself should be noted. It is likely that there are some high ratings on some of these.

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My Interest and Ability Profile

Directions: The ten activities in the center column are to be rated by you for your interest. The first six activities are also to be rated by you for ability. Your teacher will help you rate the last four activities. Just read each activity and rate it for how well you like the activity by placing an X under the word that describes your interest. After you have rated all ten activities for interest in the left hand column, rate the first six activities again according to how well you can do the activity.

Interest Rating

(What I Like)

Ability Rating

(How Well I Can Do It)

Like	Neutral	Dislike	ACTIVITY	Below Avg.	Average			Above Avg.
					Low	Med.	High	
			1. Sports					
			2. Dancing					
			3. Singing					
			4. Jumping					
			5. Making things					
			6. Running					
			7. *School learning					
			8. *Reading					
			9. *Arithmetic					
			10. *Spelling					

The information given regarding mental ability should not imply absolute limits of the pupil but should serve rather as clue to his probable capabilities.

Relative terms should be used rather than exact scores, as I.Q.'s are not given out because of the possibility of their being misinterpreted. Instead, the stanine score should be given to the pupil.

Pupils should be made familiar with simple statistical concepts of averages and of the distribution of human abilities and characteristics. Examples may be used from the class of height or weight, physical strength, running, singing, and others, before the more personal abilities are discussed. Terms below average and above average should be used without implying strong value judgments in connection with them.

Since the primary purpose of assisting pupils in discovering their abilities at this point in their school life is to enable them to plan ahead, test results should be understood in terms that facilitate such plans. The demands of the high school curriculum and vocational life are such that we can often designate within certain broad classifications the kinds of interest and abilities needed for success.

There are no common or universally approved terms for describing abilities, but in the psychological and educational literature the following limits are often mentioned for mental ability scores expressed in I.Q.'s: I.Q.'s below 85, below average; 85-94, low average; 95-104, medium average; 105-114, high average; 115 and above, above average.

Pupils should be permitted and encouraged to make their own appraisals of their abilities. The pupil may have correctly estimated his ability.

The use of stanines in interpreting achievement test results is recommended. The following may be considered: 9 is high; 8 and 7 are above average; 6, 5, and 4 are average; 3 and 2 are below average; and 1 is low.

It should be noted that the purpose of this unit is to encourage effort and to increase each pupil's self-respect and motivation for school.

4. After the pupils have completed their forms and have had a brief conference with the teacher, they may further analyze their ratings by writing their responses to the following questions:

    In which activities do my abilities match my interests?

    In which of my abilities should I be able to get a higher rating by exerting more effort to improve?

5. Each pupil may prepare a short plan for improving his ability in one of the starred areas of the profile sheet. The teacher should explain how additional years of education are likely to bring about growth in these abilities. Other points that may be discussed at this time include study habits, motivation, and the importance of practice of skills as well as techniques appropriate to develop specific abilities.

6. Pupils may make drawings or cartoons to illustrate the importance of certain items on the interview form.

7. Pupils may give brief oral reports based on readings or interviews with a physician, psychologist, adjustment teacher, or guidance specialist on the relation of heredity and/or experience to the one or more abilities on the profile sheet or interview form.

8. A class discussion may be held on the topic of reasons for poor learning in school. The class may enumerate and discuss some of the factors other than learning ability and achievement test scores that might produce failure or success. Contributions should be listed on the chalkboard.

9. Each pupil may take the following true-false test. After the tests have been scored, each question may be discussed with the class.

Test

Mark "T" for true; mark "F" for false.

__________ 1. Reading ability is inherited.

__________ 2. A person can tell how intelligent another person is by looking at his face.

__________ 3. Engineers use computation ability in their work.

__________ 4. Pupils who read very quickly usually do not understand what they read.

__________ 5. A person doesn't need to know how to spell if he always has a dictionary close at hand.

__________ 6. The best way to improve reading ability is to study the dictionary every day.

__________ 7. Most pupils would make fewer mistakes in reading a letter from a friend than they would make in writing a letter to a friend.

__________ 8. Carpenters use fractions more in their work than cashiers in drug stores do in their work.

__________ 9. Pupils who are good in reading are usually below average in arithmetic.

__________ 10. Physically strong pupils are usually slow in learning in school.

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*Recommended for use by pupils

UNIT IV

DISCOVERING OPPORTUNITIES FOR SELF-DEVELOPMENT

Purpose

In Units II and III, the emphasis was on self-discovery and evaluation of the pupil in a variety of areas. The present unit considers means of developing the self and capitalizing on the interests, abilities, and desirable personal characteristics of the pupil. The two main areas of opportunities to be considered are educational and vocational. An examination of the community and its relation to the individual is also considered here.

Discussion Questions to Initiate Unit

1. What is meant by the word opportunity?
2. What does equal opportunity mean? What does identical opportunity mean?
3. What is the difference between economic opportunity and educational opportunity?

What Next for the 8A Graduate? This is an important question, and at the same time it is the title of a booklet designed to assist elementary school graduates in discovering future opportunities.

Unit IV has been designed for use in eighth grade as a culmination of group guidance in elementary school and as a bridge into high school and beyond. With this in mind, special emphasis is being given here for the use of the booklet What Next for the 8A Graduate? as an integral part of this unit.

Following a discussion revolving around the questions given above, the booklets may be distributed to the pupils. Under the guidance of the group guidance teacher, the pupils may read the booklet, using those suggested activities which are appropriate. After reading this booklet, attention may be directed to the topics contained within this unit.

Each of the first two topics in this unit suggest as an activity a review of certain sections in What Next for the 8A Graduate? By reviewing these sections, special emphasis can be given to them because the sections are directly related to the topic.

Special attention and review should be given first to Part II, "Planning Your Pattern for Further Schooling," in the booklet for eighth grade pupils. Before examining educational and vocational opportunities, the pupil should have a realistic picture of himself. This particular part calls attention to the individual's abilities and shortcomings, achievements and failures, ambitions and interests. While these may have been examined before, a review is in order now.

Discovering Educational Opportunities

Substance of the Topic

This topic is intended to give an overview of the educational structure and opportunities in Chicago beyond the elementary school.

Methods Proposed

Reading, research, discussion, interview, and other methods as needed.

Materials Needed

What Next for the 8A Graduate? and high school handbooks and newspapers, college catalogs, and others.

Introduction of the Topic

To introduce this topic, the teacher may read the paragraph below and write the figures given on the board. Then, the class may answer and discuss the questions.

Recently the United States Department of Labor did some research to discover how much money men may be expected to earn during their lifetime, depending on how many years of education they complete. In reading these figures below, it should be kept in mind that the high school graduate begins work up to four years later than the elementary school graduate; the college graduate begins work four years later than the high school graduate.

Level of Education	Lifetime Income
Less than 8 years	$129,000
Elementary school graduate	181,000
1 to 3 years high school	211,000
High school graduate	257,000
1 to 3 years college	315,000
College graduate and above	435,000

Pupils may consider the following questions:

How can a pupil in school increase the amount of income he will earn in his lifetime?

What does the information in this example tell about educational opportunity and economic opportunity?

By how much does an eighth grade student increase his lifetime earnings by entering high school? by graduating from high school?

What would the annual average earnings be in each case? the weekly earnings? What are the percentages of differences in earnings between the various levels of education?

Suggested Activities (Three areas are proposed.)

Educational Opportunities in Chicago Public High Schools

1. Pupils may discuss the following:

   Different kinds of high schools are provided for pupils to increase the educational opportunities available. If all pupils had to attend the same kind of school, some pupils would have less opportunity to enjoy and succeed in school than other pupils.

   What general academic high school serves your school? (District organization should be explained briefly and children may be told their district number.) What are the boundaries of other general high schools in the same district?

   What vocational high school serves your area? Where is it located?

   What technical high school serves your area? Where is it located?

   What do all three types of schools have in common as graduation requirements? What differences are there?

2. Pupils may read pages 3 to 7, 23 to 24, and 26 to 30 in What Next for the 8A Graduate? to answer the questions above and to obtain descriptions of the three types of high schools.

3. Pupils may obtain a map of the city from their local gasoline station to use as a guide. They may draw a map of the total school district and locate the following:

the elementary school and its boundaries

their own home

the general high schools and their boundaries

the technical and vocational schools located in the district, if any. If these schools are not in the district, place them at the side of the map in the direction in which they are located.

4. A committee may obtain several copies of high school newspapers from the general high school and from the technical and vocational schools. Class members should have an opportunity to read them.

5. Copies of program of studies and student handbooks from local schools may be obtained for reading.

6. The class may discuss the educational opportunities offered in the high schools that are quite different from elementary school offerings.

Curricular	Co-curricular
Commercial subjects	Varsity athletics
Physics and chemistry	Dramatics
ROTC (if available)	School dances
Geometry and trigonometry	Yearbook

7. The teacher may consider the possibility of inviting former students, now attending local high schools, to answer questions about their schools. Class committees may draft letters to the principals of the high school requesting permission for these visitors and including the specific questions they would like to have answered.

School Subjects as Educational Opportunities

1. The teacher may give special attention to pages 23, 24, 25, 28, 29, and 30 in What Next for the 8A Graduate? These pages contain a wealth of information on school subjects.

2. Pupils may discuss the following:

   Certain high school subjects will be studied by all pupils during the first year. Other subjects will be chosen or elected by the pupil to complete his or her educational program.

   What are the required subjects for the first year of high school?

What elective subjects may a new high school pupil choose?

In what ways may these subjects be considered opportunities?

3. The pupils may make a list of the required subjects for the first year of high school. Then they may list the elective subjects in which they are interested and which they may take. These possibilities may then be discussed.

4. For each required and elective subject a pupil plans to take, he may list the different areas of opportunity for development which each subject makes possible. Such areas of opportunity as vocational, social, economic, and aesthetic may be listed and pupils may indicate a specific way in which study of the subject might be helpful.

5. Pupils may interview students attending high school. The elementary school pupil may ask what high school subjects are of the greatest help to them. Findings may be reported to the class.

6. Pupils may review important terms from these topics:

general high school
technical high school
vocational high school
sequences of subjects

division teacher
counselor
elective

Educational Opportunities after High School in the Chicago Area

1. Pupils may read pages 15 through 22 and page 32 in What Next for the 8A Graduate? for information pertaining to higher education.

2. Pupils may list and discuss the following schools:

Public colleges and universities

Chicago City Junior College consisting of various branches located throughout the city

Chicago Teachers College--North Side Campus, South Side Campus, and Crane Branch

University of Illinois--Navy Pier

Private colleges and universities

De Paul University
George Williams College
Illinois Institute of Technology
Loyola University
Mundelein College
National College of Education
North Park College
Northwestern University
Roosevelt University
University of Chicago

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*Recommended for use by upper grade pupils

Discovering Vocational Opportunities

Substance of the Topic

This unit, to be used in conjunction with What Next for the 8A Graduate?, pertains to occupational information of a general nature, without emphasis upon individual occupations. Its purpose is to widen horizons, not to precipitate specific choices.

Methods Proposed

Interviews, reading, discussion, and other methods as needed.

Materials Needed

What Next for the 8A Graduate? and occupational materials.

(This unit incorporates some basic information for the teacher's use with pupils.)

Introduction to the Topic

Many boys and girls have had work experience or have participated in activities similar to work. The topic of occupations may be introduced through a discussion of the kinds of work pupils have done at various times. The following list of types of work may be placed on the chalkboard. After the pupils have copied the list, they may indicate by a check mark whether they have done this type of work. A double check mark may be used to indicate that they were paid for doing the work.

Type of Work

______taking care of children
______mowing lawn
______shoveling snow
______washing dishes

Type of Work

______delivering newspapers
______doing housework
______washing cars
______taking care of pets

A brief discussion may be carried on by the group based on the class survey. The teacher may point out that, except for delivering newspapers, the kinds of work listed above are mainly odd jobs done for family, neighbors, or friends and that such work is the major type that young people do. When young people reach the age of fourteen, employers sometimes seek their services. In those cases, the employer gives the employee instructions and the necessary papers for obtaining an employment certificate and a social security number. (See the following pages for further detail.) When a person reaches sixteen years of age, additional employment opportunities are available which require more maturity and skill and a different certificate.

For the Teacher

I. Social security information

Pupils who have social security cards may tell the group how they were obtained. In some schools it may be feasible to ask a representative of the nearest Social Security Administration office to talk to the group. Otherwise a pupil or committee may visit the nearest office and report information to the group. A list of Social Security Administration offices is given below.

Downtown
111 North Wabash Avenue

North
4255 North Milwaukee Avenue
2306 West Lawrence Avenue
1616 North Milwaukee Avenue

West
4635 West Madison Street
1425 South Racine Avenue

South
4731 South Park Avenue
8828 South Stony Island Avenue
1256 West 69th Street

II. Employment certificate information

Some information about employment certificates for pupils who are 14 and 15 years old is given on the following page. In communicating this information, the teacher should stress that it is important for each pupil to check that he has the proper proof of birth* and that it will be readily available when needed. If the topic of employment certificates is scheduled for June of the 8A semester, there may be sufficient interest to make it feasible to establish a class bulletin board listing information about summer employment. One of the most common misconceptions about employment certificates (for those 14-15 years old) and age certificates (for those 16 years old and older) is that they are secured prior to establishing contact with an employer. The teacher should stress the first point on the following page which indicates that the pupil must have a letter from the employer who intends to employ him. Pupils should also be informed that when they reach high school, the pupil's own counselor in the high school is available to give him information about employment and vocations.

A discussion about employment for pupils would be incomplete without listing some representative jobs open to boys and girls who are 14 and 15 years old. Some jobs held during the summer vacation and which required employment certificates are as follows:

- stock boy in small grocery store
- sales clerk in store
- stock clerk
- retail sales clerk
- inside messenger worker
- golf course caddy
- office worker
- candy counter girl in theatre
- soda fountain boy or girl
- waitress

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*Information regarding the obtaining of birth certificates will be found at the end of this section.

Schools having substantial numbers of boys and girls at or near age sixteen may want to spend additional time on the topic of employment opportunities. Information regarding social security cards and employment certificates becomes a more immediate problem to them, and the teacher may want to contact the local Illinois State Employment Office for information regarding employment opportunities for pupils who are terminating their education in the near future or who, being 16 or over, have a wider variety of after-school work possibilities.

Employment certificates--so-called "work permits"--for after-school or vacation employment are issued on request to young people, at least 14 years of age and not yet 16, who apply in person at the Bureau of Pupil Personnel Services, 228 North LaSalle Street, Room 605. The following papers are required:

A. Employer's statement of intention to employ

1. Letter must be written on letterhead paper of employer.

2. Letter must state the type of work. Exact hours of work (starting and quitting time) must be stated. (Example: 9:00 a.m. to 4:00 p.m.) Employment is not permitted before 7 a.m. or after 7 p.m. Letter must be signed by employer or agent, and the address of place of employment must be given.

B. Proof of age

1. The applicant must submit either a birth certificate issued by city, county, state, or hospital
OR
written proof by a registrar of vital statistics that the birth was not recorded and a combination of two of the following:

baptismal record
insurance policy (several years old)
elementary school record
passport
Bible record

2. If applicant's name on employer's letter differs from that shown on birth certificate, an affidavit by parent or guardian or other documentary proof of identity must be presented.

C. Parental approval

A written statement that the parent approves the employment of the young person for the particular job must be presented.

D. Principal's approval

Approval of application for work after school and on Saturday, signed by school principal, must be presented. (This form is provided by the State of Illinois, but is not required for vacation employment.)

The applicant must bring these papers in person. A physical examination is given before the certificate is issued. In order to provide time for processing, applicants should arrive not later than 4:00 p.m. on weekdays. The office is not open on Saturdays. There is no charge for the examination or for the certificate.

Office Hours -- 8:30 a.m. to 4:30 p.m.

NOTE: *** The certificate is mailed to the employer. ***

E. Birth certificates

For persons born in Cook County, birth certificates may be obtained at the County Clerk's office, Bureau of Vital Statistics, 130 North Wells Street. A charge of one dollar is made for a copy of a birth certificate.

For persons born in Illinois outside Cook County or in other states, copies of birth certificates may be obtained by writing to the State Department of Health at the state capital. The fee for such certificates is usually one dollar. The information that should be forwarded to help them includes the name given at birth, place of birth, date of birth, father's first name, and mother's maiden name.

F. Work requirements during the school term

Some of these jobs are held by young people during the school term, but they may work only 2 or 3 hours a day on school days and no more than 8 hours on Saturday or Sunday. Work cannot be performed before 7 a.m. or after 7 p.m. Permission from the school is required for work during the school year.

For the pupils, duplicate the following list as required:

Classification of Occupations

According to the Dictionary of Occupational Titles

1. Professional, semi-professional, and managerial categories

The professional category includes such occupations as dentist, doctor, lawyer, teacher, engineer, actor, and newspaper editor. These occupations require a considerable amount of education or considerable experience.

Semi-professional occupations include airplane pilot, draftsman, and laboratory technician. Less education or experience is required than for the professional group.

Managerial occupations include manager of a store and other types of business. These people usually plan and supervise the work of others and need a good education and years of experience.

2. Clerical and sales categories

Clerical occupations include many typical office jobs such as bookkeeper, file clerk, shipping clerk, typist, and stenographer. A high school education is needed for this work.

The sales category includes those jobs concerned with selling all kinds of products. High school and sometimes a college education may be required, depending upon what is being sold.

3. Service occupations

Domestic service involves such household duties as preparing meals, caring for children, and cleaning.

Personal service includes performing services for others such as is done by a barber, waiter, or practical nurse.

Protective service occupations include soldier, watchman, policeman, and fireman.

Building service workers do cleaning, carry equipment, and operate elevators in buildings.

4. Agriculture, fishing and forestry category

The agriculture, fishing, and forestry occupations include farmers, fishermen, forest workers, hunters, and guides.

5. Skilled occupations

The skilled occupations require a complete knowledge of the work and skill in working with the hands. Workers learn the skills in a trade school and on the job as an apprentice in the trade over a period of several years. Included in the skilled occupations are such jobs as carpenter, auto mechanic, plumber, and baker.

6. Semi-skilled occupations

The semi-skilled occupations require skill in working with the hands or in using machinery, but the work is more routine and requires less judgment than in skilled occupations. Examples of these jobs are machine operator, furniture assembler, truck driver, and gas station attendant.

7. Unskilled occupations

The unskilled occupations involve doing simple duties that can be learned in a short time. Unskilled jobs include stock boy, ditch digger, candy packer, and many forms of common labor.

Suggested Activities (Other activities related to this topic will be **found in What Next for the 8A Graduate?.**)

1. It has been found helpful to present different ways of looking at occupations in order to orient young people toward understanding the world of jobs. Several such classifications and exercises to help develop insight in thinking about occupations are presented in this section. It is sometimes best to begin with a simple classification and to proceed as far as the interest and maturity level of the group permits.

One of the simpler ways of classifying occupations (or the interests of individuals) is on the basis of whether the work or the occupation consists primarily of contact with people, things, or ideas. Of course, many jobs involve all three of these, but it is often possible to indicate the primary basis of the work as falling in one of the three categories.

After a few introductory remarks about occupational classification and the three category classification just described, pupils may be asked to suggest occupations that belong in the different categories.

Occupations

Work with People	Work with Things	Work with Ideas
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

After a fair number of occupations have been listed and discussed in terms of the above categories, a survey of preferences for the three categories may be made by a show of hands, oral responses, or by paper and pencil methods.

Pupils may choose two occupations from each category and write the one thing that they like most and the one thing they like least about the occupation.

Another way of thinking about occupations which helps show the relationships between jobs is to think of the jobs in a given industry. Thus one might try to think of all the different jobs in the hotel field, health field, steel industry, auto industry, construction, banking, transportation, and others. The jobs within each industry might be further classified by educational requirements and interest patterns.

Small groups may be formed to develop a list of different jobs in the industries or fields mentioned above or additional areas in which pupils are interested. For each position listed, the educational requirements, type of interests (person, things, or ideas), and school subjects which give training for the work should also be listed. The groups may report their findings to the class after they have completed their study of the field.

Pupils may make cartoons or posters illustrating the different types of work in a given field or industry.

Pupils may compile a list of songs or poems which mention occupations or fields of work.

Pupils may interview a person employed in a given field or industry to learn about the prospects for the future growth and development of employment opportunities.

Although there are more than 30,000 different kinds of jobs, they can be placed under one of seven main categories of the elaborate classification scheme described in the Dictionary of Occupational Titles which was developed by the United States Department of Labor. Because many important occupational concepts are included in this classification, it was described in some detail on pages 102, 103 and 104 for the benefit of the class teacher. A briefer description which may be duplicated and distributed to pupils was also given.

This classification also lends itself to several types of pupil activities. Occupations previously categorized under the headings of working with people, things, or ideas may be grouped into the Dictionary of Occupational Titles (D.O.T.) classifications, and those which may be grouped under industries and fields may also be placed in the D.O.T. classification.

2. Listed below are some questions that might be considered in learning more about occupations. However, before studying any particular occupation, all pupils should obtain some important information about the size and nature of the working force in

the United States and in our local area. This information may be obtained through the Illinois State Employment Service.

Total Workers in Chicago as of ________ ________
(Month) (Year)

Men ________

Women ________

STUDY OF AN OCCUPATION

1. Describe the work.
2. Classify the occupation, according to the methods studied and discussed in class as professional, clerical, skilled, etc. and people, things and ideas.
3. Specify the amount and kind of education needed for the occupation.
4. Describe conditions of work as follows:
    a. What are the hours of work?
    b. Is the work seasonal or all year around?
    c. Is it necessary to travel?
    d. Is there danger involved?
    e. Does the worker have to provide special tools, equipment, or clothes?
5. Summarize the present and future situation concerning this occupation according to the following questions:
    a. Is there a shortage or excess of workers in this occupation? What is the situation expected to be in the future?
    b. What does the average worker earn in this occupation?
6. Evaluate the occupation in relation to your own abilities and interests.

Pupils may collect clippings of current articles or pictures of occupations in newspapers or magazines for the class bulletin board for illustrating the occupation they are studying, or they may keep them in a career booklet with other information about occupations.

A committee may scan biographies and autobiographies to find individuals who were successful workers in various fields and classify such biographies according to the occupation. This may be done at the school library with the help of the librarian. After the books are examined, a list giving the author, title, and name of the individual classified under the occupation may be prepared for the class and for future classes in the school. Biographies cannot be used to obtain accurate occupational information; their chief function is to develop interest and motivation.

Pupils may read current pamphlets or other forms of occupational information describing an interesting occupation and report to the class.

3. Pupils who have completed the various suggested activities related to study of an occupation may display what they have collected or make special posters or cartoons to illustrate their findings. Upper grade

pupils may be invited to visit displays, or an assembly may be held in which materials are displayed and short presentations are made by individuals or groups.

A man or woman or a group of people from the world of work may be invited to come into the school and speak to the students. These talks should not promote any one job field but should emphasize the value of education in the world of work. Some community service organizations have speakers available for such talks. The Bureau of Pupil Personnel Services can provide help in obtaining speakers for career conferences.

4. Pupils who attend career conferences to learn more about occupations in which they are interested may give short talks in class covering what they learned.

5. The teacher may duplicate and administer the sample job application blank (See page 111.) for practice in filling out application forms. This form is simply a sample application; however, it is recommended that counselors obtain application forms from a local company and show these to the class before they fill out the application forms from "Smith & Sons."

6. The teacher may duplicate the "Job Questionnaire" (See page 109.) and distribute it to students. They may interview a relative or acquaintance who is working. The questionnaire can be filled in and returned to school for discussion.

7. Catalogs and other descriptive literature regarding occupations should be obtained from local schools and be made available for pupils to examine.

8. A neighborhood survey by the pupils may be made of schools attended. Committees may make a survey of people in their block and obtain the names of schools attended by the residents after they were graduated from high school.

9. The teacher may introduce the topic of scholarships and the cost of college education. Taking information from current local college catalogs, pupils may be given information regarding tuition fees and estimated costs of attending different schools. At this point, the subject of financial assistance through scholarships and awards may be mentioned. In order for pupils to qualify for these awards and scholarships it is important that while in high school they accomplish the following:

    make a good academic record
    participate in extracurricular activities
    make a good record as a school citizen
    be recommended by their teachers
    develop a plan for their education after high school.

10. Important terms from this unit may be introduced as follows:

    accredited
    bachelor's degree
    campus
    class rank
    coeducational
    extracurricular
    junior college
    liberal arts
    professor
    private college
    public college
    scholarship
    teachers college
    trimester
    tuition
    undergraduate
    university

11. The following list of occupations may be duplicated or put on the chalkboard:

    army officer
    banker
    barber
    carpenter
    coal miner
    ditch digger
    doctor
    electrician
    engineer
    farmer
    grocer
    hod carrier
    insurance agent
    janitor
    lawyer
    machinist
    mailman
    minister
    motorman
    plumber
    salesman
    school superintendent
    soldier
    teacher
    truck driver

    Students may then write down the type of education and training needed for each job and the type of school where they can get this education and training. Results may be discussed.

12. A class committee may collect information and literature from various North Central Association accredited public and private vocational training schools in the Chicago area.

    The objective of this activity and that which follows it is to show all students that education continues after high school, not only in the form of college, but also in other types of vocational training schools.

    A display of posters may be arranged. This display can serve two purposes: first, it can start the students thinking about the increased value of education for today's living; second, it can be of service to the adults in the community.

13. The teacher may duplicate the bulletin entitled "Where Are There More Jobs Available?" (See page 112.) and distribute it. Its information may be discussed. Other bulletins on similar subjects may be drawn up and reproduced at the school for distribution to the pupils. This bulletin can then be considered the first of a series.

Pupil's Name______________________________________

Room Number______________ Date___________________

JOB QUESTIONNAIRE

To help you get a better idea of various jobs, the following questions should be answered concerning one job:

1. What is the name of the job and profession?__________________
2. What does the worker do?______________________________________
3. What are the conditions under which he works?________________
4. What education is needed to obtain this job?_________________
5. What are pay deductions?______________________________________
6. What skills are required?____________________________________
7. Is the work interesting to the worker?______________________
8. What are the job requirements?______________________________
9. Are there opportunities to get ahead?_______________________

   What are they?____
10. How does the job affect family life?________________________

11. How is the job obtained?____

____

ADDITIONAL COMMENTS (Use this space and the back of this paper for additional comments and to complete any of the above questions not finished.)

APPLICATION FOR EMPLOYMENT

Smith & Sons

Date__________

Name__________ (Last) (First) (Middle)

Social Security Number__________

Address__________

How long have you lived here?__________

Birthdate__________ Color of Eyes__________ Color of Hair__________

Do you wear glasses?__________ Height__________ Weight__________

Have you had any serious illness? State kind and date.__________

Have you had any serious accidents or operations? State kind and date.

Have you any physical defects? State kind.__________

Father's Occupation__________ How long has he held this job?__________

EDUCATION

Elementary School__________ Address__________
Years Completed__________ Graduation Date__________ When Left__________

High School__________ Address__________
Years Completed__________ Graduation Date__________ When Left__________

College__________ Address__________
Years Completed__________ Graduation Date__________ When Left__________

Have you ever been arrested?__________ ever refused bond?__________
ever bonded?__________ Date__________

For what position are you applying?__________

Who advised you to apply here?__________

Check one:
Are you seeking temporary employment ☐ permanent employment ☐
Are you seeking part-time employment ☐ full-time employment ☐

REFERENCES (List three. Please do not list relatives.)

Name	Address	Phone	Occupation
1.			
2.			
3.			

Abilities, Hobbies, and Special Training__________

JOB REFERENCES (List only the last job held.)

Company Name and Address__________ Type of Work__________

Dates of Employment__________ Reason for Leaving__________

On what date can you begin work?__________

Signature__________

SCHOOL NAME
PRINCIPAL'S **NAME**

Educational Guidance Bulletin

Date

You and Your Future

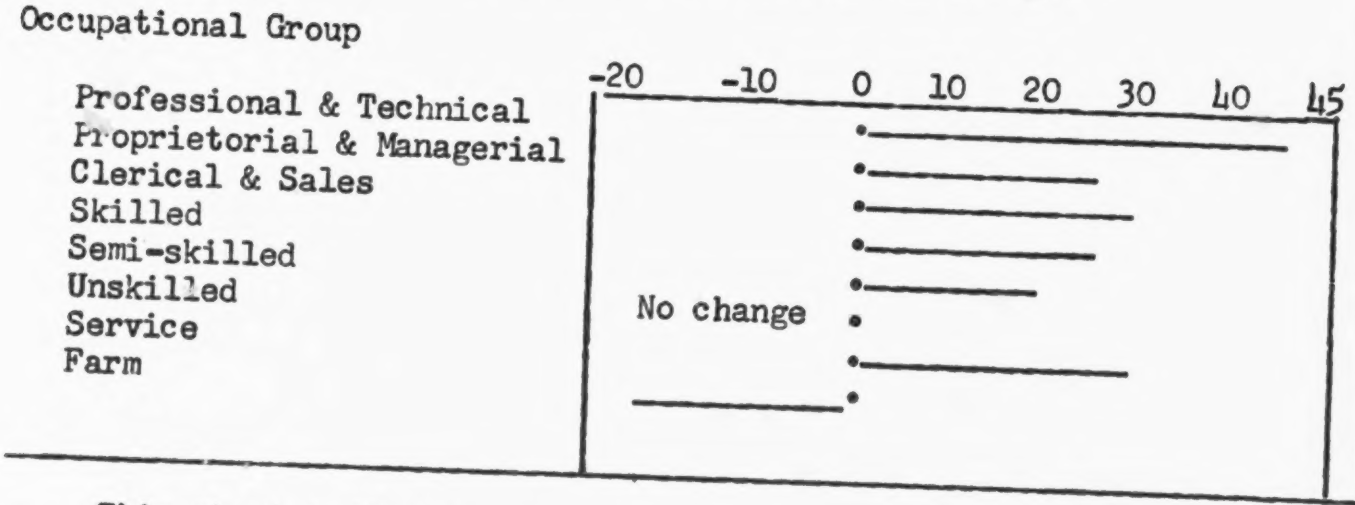
WHERE ARE THERE MORE JOBS AVAILABLE?

Where is the best place to look for job opportunities? Where are there more jobs available? Is education more necessary now than it was years ago?

The chart* below indicates where **the greatest job opportunities** are in America. It shows where more workers are needed by showing which occupational group will change most in the next ten years (at the same time when many pupils will be completing their schooling).

JOB OPPORTUNITIES WILL INCREASE MOST RAPIDLY IN OCCUPATIONS REQUIRING MOST EDUCATION AND TRAINING

Percentage of Change in Employment 1960-70



This chart indicates, for example, that there is going to be a more than 25 per cent increase of jobs available for skilled workers, but no change in those for unskilled workers -- this, despite a swiftly rising population.

Uncle Sam Says . . .

The United States Government says, "The rising demand for services points toward a greater need for better educated, better trained people .... Unemployment among 16 and 17 year olds is highest of all age groups and high school dropouts have from 2 to 3 times as much unemployment as graduates."

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*Job Guide for Young Workers (Washington: U.S. Government Printing Office, 1960), p. 13.

So, where are there jobs available? Wherever there is more schooling required.

Problem: How can you interpret the chart? What exactly does it mean? How can you get more education and training?

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*Greenleaf, Walter J. Occupations and Careers. New York: McGraw-Hill Book Co., Inc., 1955.

Hoppock, Robert. Occupational Information. New York: McGraw-Hill Book Co., Inc., 1957.

Norris, Willa, and others. The Information Service in Guidance. Chicago: Rand McNally & Co., 1960.

U. S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington: U.S. Government Printing Office, 1961.

BOOKLETS

Brochard, John. School Subjects and Jobs. Chicago: Science Research Assoc., Inc., 1950.

Feingold, Norman. Finding That Part-Time Job. Chicago: Science Research Assoc., Inc., 1962.

Humphreys, Anthony. Choosing Your Career. Chicago: Science Research Assoc., Inc., 1961.

*Kitch, Donald E. Exploring the World of Jobs. Chicago: Science Research Assoc., Inc., 1953.

*Stopps, Emery, and Rosenheim, Lucile. Planning Your Job Future. Chicago: Science Research Assoc., Inc., 1953.

Worthy, James C. What Employers Want. Chicago: Science Research Assoc., Inc., 1950.

FILMS AND FILMSTRIPS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961-63, and Approved List of Instruction Materials: Fine, Technical, and Practical Arts, Board of Education of the City of Chicago, 1963-66.

Admirals in the Making. U. S. Navy, 1955. 13 min. color (X-A-194).

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*Recommended for use by pupils

The Antidote. Henry Strauss & Co., n.d. 13 min. b&w (X-A-199).

One Out of Seven. Coronet Films, n.d. 20 min. b&w (X-O-51).

[1]SRA Widening Occupational Roles Kit. Science Research Assoc., Inc. color (51-055) set of 5 strips and guide $22.50.
"Who Are You?"
"What Do You Like to Do?"
"What Is a Job?"
"What Are Job Families?"
"What Good Is School?"

What Greater Gift. Agra Films, Inc., 1952. 28 min. b&w (X-W-76).

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[1] These filmstrips are part of a kit entitled SRA Widening Occupational Roles Kit (W.O.R.K.), distributed by Science Research Assoc., Inc. The kit is designed for use in grades 6-9 and is aimed at widening occupational information. The price of the complete kit containing 300 occupational briefs, guide, filmstrips, and 50 student workbooks is $114.50.

Participating in Community Living

Substance of the Topic

This topic is intended to integrate knowledge of community agencies, organizations, and facilities with constructive attitudes toward them and to stimulate participation in or use of those that are appropriate. Thus this topic will draw upon previous work on community living.

Methods Proposed

Inventory, discussion, tours, and others as needed.

Materials Needed

A list of community resources will be needed, but this may be developed by the group. The outline listed below may be used as a guide to get pupils started on identifying and locating important groups and institutions in their community. Some of the institutions or groups listed may not be in a particular community while others not listed may be important in a particular community. These additional organizations or institutions should be added to the outline.

Type and Name	Address
Governmental protective services	
Fire Department	
Police Department	
Sanitation Department	
Political organizations	
Fraternal, civic, and social groups	
Elks	
Kiwanis	
Knights of Columbus	
Lions	
PTA	
Rotary	
Women's clubs	
Business and labor organizations	
Health, education, and welfare agencies	
Hospitals and clinics	
Libraries	
School agencies	
Schools and colleges	
State employment service	
Recreation facilities	
YMCA or YWCA	
Parks	
Playgrounds	

Youth organizations

Religious institutions

Community agencies

Businesses and industries

Introduction to the Topic

The following questions may serve to stimulate initial discussion of this topic:

In what ways can youth participate in the community?

What are our responsibilities in community regulations?

What can we do as individuals and as a group to improve community living with regard to traffic, health, and sanitation?

What are the major problems of our community?

Suggested Activities

1. The class may work in groups to learn more about the institutions and organizations of the community. Visits to community organizations and institutions outside of school hours may be undertaken and the information obtained may be reported to the class.
2. Pupils may write a short history of the community. Use of the facilities of the local library or the Chicago Historial Society and interviews with long time residents of the community will furnish information of interest.
3. The class may view motion picture films depicting the typical services and organizations of a community.
4. Pupils may collect postcards or illustrations from posters of important community institutions and events. These may be mounted for display.
5. Pupils may draw a map locating the important institutions of the community.
6. Pupils may make a poster or draw cartoons to illustrate community problems.
7. Pupils may maintain a bulletin board of news clippings and photos of important community events in which pupils in the school have participated and of forthcoming events of interest to youth.

8. Pupils may participate in round table or panel discussions on community resources for teen-agers.

9. The class may write a community handbook.

10. Articles may be written for the school newspaper or the community newspaper about the results of the study of the community.

11. Members of local service clubs may be invited to speak to the group, or pupils may report on interviews with members.

12. Pupils may create hypothetical teen-agers and describe agencies to which these people might go for different kinds of help.

13. Pupils may describe their own community activities.

14. Pupils may make a community plan for themselves.

15. The teacher may read the situation below to the class and have the pupils discuss the questions.

> In a certain community, the recreational program at the community center consists of only one sport, basketball, and only one team. All boys may try out for the team, and the players are selected on the basis of ability by the coaches. George and Jim try out for the team. George is picked but Jim is not. George is tall and handles the ball skillfully. Jim is short and not very good at shooting baskets, but he is very strong and plays softball and baseball very well.

Does this community provide equal opportunity or identical opportunity for all boys to enjoy and succeed in sports?

What would the community have to do to provide equal opportunity for boys to enjoy and succeed in sports?

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Painter, F. B., and Bixler, H. H. Citizenship in Action. New York: Charles Scribner's Sons, 1961.

Warren, Roland L. Studying Your Community. New York: Russell Sage Foundation, 1955.

FILMS

The visual aids which follow are listed in Classroom Motion Pictures, Filmstrips, and Art Slide Sets, Chicago Public Schools, 1961.

America's Traffic Problems. March of Time, 1950. 16 min. b&w (Chicago Schools Division of Visual Education: X-A-139).

Brotherhood of Man. Contemporary Films Inc., 1946. 10 min. color. (Chicago Schools Division of Visual Education: X-B-49).

Community Governments: How They Function. Coronet Films, 1953. 14 min. b&w (Chicago Schools Division of Visual Education: X-C-101).

Fire and Police Service. Carl F. Mahnke, Prod., 1947. 11 min. b&w (Chicago Schools Division of Visual Education: X-F-43).

Heritage. McGraw-Hill Book Co., Inc., 1953. 10 min. color. (Chicago Schools Division of Visual Education: X-H-80).

It Takes Everybody to Build This Land. Encyclopaedia Britannica Films Inc., 1951. 17 min. b&w (Chicago Schools Division of Visual Education: X-I-17).

Our Town Is The World. National Film Board of Canada, 1950. 11 min. b&w (Chicago Schools Division of Visual Education: X-O-38).